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ABSTRACT

This resource guide is designed to help teachers assist pregnant and parenting teens, such as those enrolled in Graduation, Reality, and Dual-Role Skills (GRADS) programs, in achieving the competencies outlined in the GRADS Ohio Competency Analysis Profile. Introductory materials include information on use of the guide and resource material on two key issues for classroom instruction: trauma and posttraumatic stress and involving parents in the education of teen parents. The main part of the guide begins with a unit on the process competencies that represent important lifelong learning skills for adolescent parents. The nine content units are as follows: self-formation; pregnancy, wellness, and prenatal care; postpartum/neonatal care; parenting; enhancing child development; creation of a healthy, safe environment; relationships and social support systems; economic independence; and employability. Learning activities in these units reinforce the process competencies as students study and develop action plans. Each unit includes the following components: one-page overview, teacher background information, learning activities for both individual students and groups, action projects designed to help students transfer learning to real-life situations, and student resources (handouts). Special features of the learning activities include performance assessment, family involvement, journal activities, and student-developed resource notebooks. (YLB)

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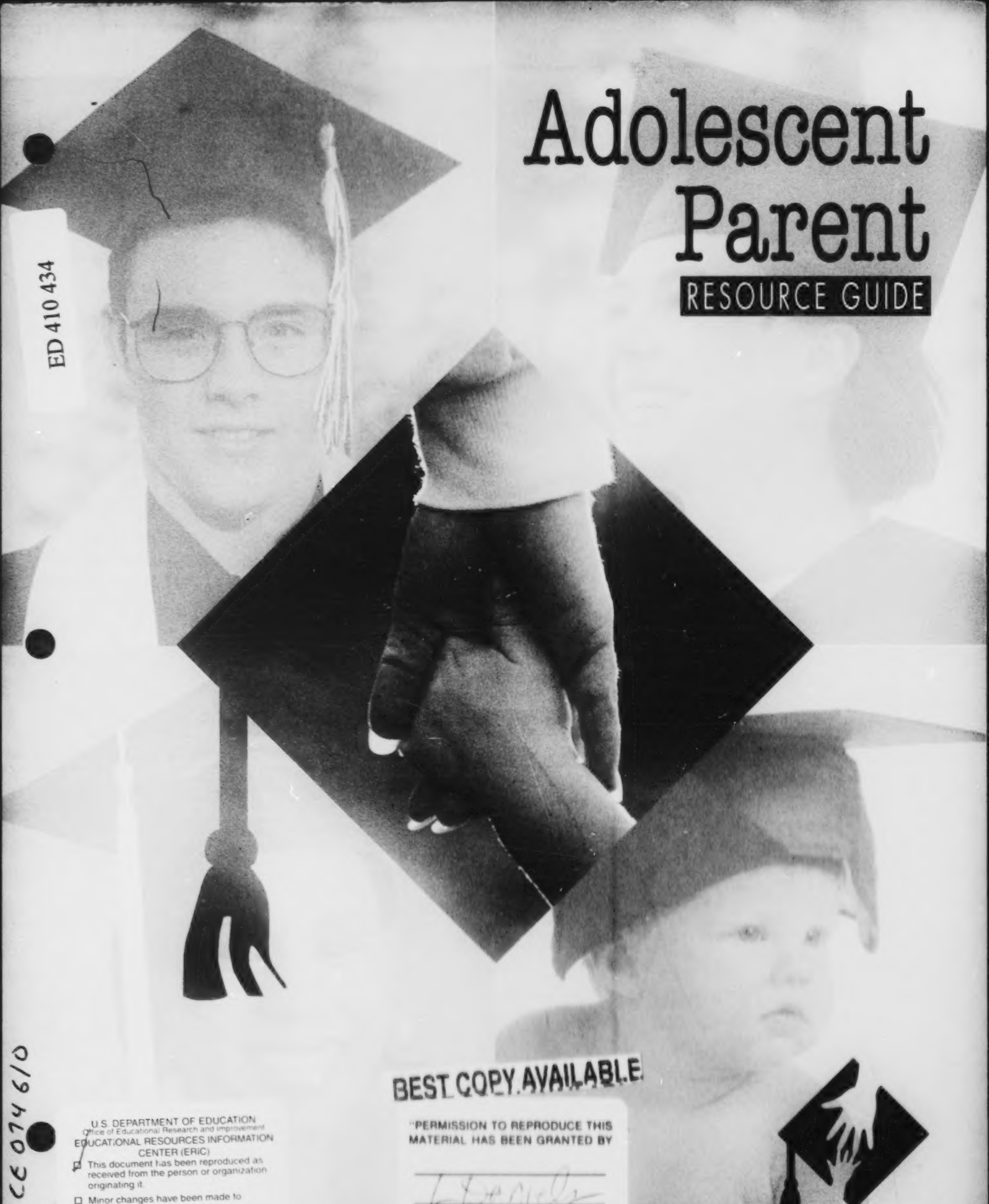
Adolescent Parent

RESOURCE GUIDE



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Adolescent Parent Resource Guide

An Instructional Resource for the Graduation Reality and Dual-Role Skills Program and Other Programs Serving Pregnant and Parenting Teens

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Introduction

Introduction

Teens who have become parents face unique challenges in our schools. In addition to meeting their own developmental and educational needs, teen parents must also grow into their parenting role, and meet the developmental and educational needs of their children. Many schools recognize that teen parents need enhanced education and support in order to be successful in their roles of students and parents.

In response to this need, the Ohio Department of Education, Division of Vocational and Adult Education, Family and Consumer Sciences Section created the Graduation, Reality, and Dual-Role Skills (GRADS) program in 1980. GRADS is an in-school Family and Consumer Sciences instructional and intervention program. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society.

The program objectives are to

- Increase likelihood that participants will remain in school during pregnancy and after the birth of their child, and stay to the point of graduation
- Help participants carry out positive health care practices for themselves and their children in both the prenatal and the postnatal stages
- Provide participants with knowledge and skills related to child development and positive parenting practices
- Prepare participants for the world of work
- Encourage participants to set goals toward balancing work and family
- Delay subsequent pregnancies

The *GRADS Ohio Competency Analysis Profile (OCAP)* sets forth the competencies and competency builders that represent what students need to know and be able to do to be effective teen parents. There are two kinds of competencies represented in the GRADS OCAP: process competencies that represent lifelong living skills, and content competencies that focus on specific areas of study. The process competencies are also infused throughout the content competencies. Table 1 outlines units of study of the GRADS OCAP, including both the process competencies and nine content units.

The *Adolescent Parent Resource Guide* is designed to (1) help teachers meet the needs of pregnant and parenting teens, such as those enrolled in GRADS programs, and (2) achieve the competencies outlined in the *GRADS Ohio Competency Analysis Profile*. This guide has two major goals. First, the guide provides the teacher with background information, instructional and assessment ideas, and student resources. In this sense, it is a tool for professional development in that it provides the teacher with knowledge to enhance classroom practice. Secondly, the learning activities in the guide help students develop more understanding of themselves and take action that is best for themselves, their children, and their families.

Table 1: GRADS OCAP Units of Study	
Unit Number	**Unit Title**
Unit 0	Process Competencies
	Competency 0.1: Manage work and family responsibilities for the well-being of self and others
	Competency 0.2: Apply problem-solving process to personal and family problems for the well-being of self and others
	Competency 0.3: Relate to others in positive, caring ways
	Competency 0.4: Assume leadership role as a responsible family member and citizen
Unit 1	Self-Formation
Unit 2	Pregnancy, Wellness, and Prenatal Care
Unit 3	Postpartum/Neonatal Care
Unit 4	Parenting
Unit 5	Enhancing Child Development
Unit 6	Creation of a Healthy, Safe Environment
Unit 7	Relationships and Social Support Systems
Unit 8	Economic Independence
Unit 9	Employability

The curricular approach of the *Adolescent Parent Resource Guide* is focused toward fostering students' ability to act responsibly for self and others and to improve conditions for their families and society by making reasoned judgments in caring ways. This approach is accomplished in three ways. First, instructional activities, assessment strategies, and processing questions are included that encourage students to take three different kinds of action. These three types of action, technical, communicative, and emancipatory, are identified in Table 2. Though each type of action is important for families, emancipatory action is particularly essential for teen parents. Faced with the responsibilities of school, preparing for employment, and raising a child, teen parents must have the skills and knowledge to act in the best interests of themselves, their children, their families, and society. Emancipatory action is essential if teen parents are to face their responsibilities, complete schooling, and become financially independent.

Table 2: Systems of Action

Technical Action	Communicative Action	Emancipatory Action
• Using "how to" skills and knowledge • Seeking factual or technical information	• Understanding shared meanings, beliefs, values, norms and attitudes • Being able to communicate, discussing opposing points of view	• Evaluating family and societal conditions to make reasoned judgments • Making decisions based on ethical judgments • Being proactive to bring about changes, if needed, in family or society

This curricular approach is also designed to help students learn the process skills of management, problem solving, relating to others, and leadership. These skills are necessary for students to take the different kinds of action described in Table 1. First introduced to students through learning activities in the **Process Competencies Unit** (p. 37), process skills are further reinforced in both individual and group learning activities throughout the resource guide.

This curricular approach also includes learning activities that are problem-based. Framing content around practical problems helps students see the relevance of the content to their lives and enriches the opportunities for meaningful learning. In each unit, practical problems are introduced through the learning activities. Students use reasoning skills to identify personal and family values, obtain adequate information, and critically evaluate alternative solutions and their consequences for self and others. Once a student has reasoned through and decided on a course of action, the emphasis is on developing the skills necessary to take that action. Finally, students develop plans of action, implement, and periodically assess their progress and alter their plans as needed. This problem-based learning assists teen parents in taking responsible action in interpersonal, family, school, community, and work settings.

This curricular approach, which integrates three systems of action, the development of process skills, and practical problems as a framework for learning and taking action was selected because it

- Recognizes and emphasizes a practical approach to the complex problems of adolescent parents who are experiencing family, school, and work interaction
- Develops critical and creative thinking skills, enabling teen families to gain control of their lives

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- Encourages action to bring about change, rather than passive acceptance of existing social conditions
- Fosters the ability to act responsibly for self and others
- Helps individuals learn to make reasoned judgments in caring ways

How to Use The Resource Guide

How to Use The Resource Guide

Format

Process Competencies Unit. The *Adolescent Parent Resource Guide* includes a unit on the process competencies. The process competencies of the GRADS OCAP represent important lifelong learning skills for adolescent parents. The development of process skills occurs over time and the learning activities throughout this guide are designed to foster these skills. It is essential, however, that students be introduced to these skills early in their participation in GRADS. This initial introduction is important for several reasons. First, discussion of the process skills can help students conceptualize a rationale for their development. Secondly, students need a vocabulary to discuss and reflect upon their ongoing development of process skills. Finally, this initial discussion provides an opportunity to connect with students' prior understandings of these skills, allowing opportunities to support or in some cases refute students conceptions.

Content Units of Study. There are nine content units in the *Adolescent Parent Resource Guide*. The learning activities in these units reinforce the process competencies as students study and develop action plans around various content.

Each unit of the *Adolescent Parent Resource Guide* begins with a one-page overview. The overview describes the content of the unit, including competencies addressed from the *GRADS Ohio Competency Analysis Profile*. Each unit is divided into four sections: teacher background information, learning activities, Action Projects, and student resources. A description of each section and the symbol used to represent that section for quick reference are listed below.

Teacher
Background
Information

Teacher Background Information. This section is designed as a reference article for teachers to review prior to teaching the learning activities for the unit. Each background was written by a subject matter expert and includes current and classic literature and research in the field. A rationale for teaching the unit content is given, as well as background information and references for further reading.

Learning
Activities

Learning Activities. The learning activities, which include ideas for both individual students and groups, are positioned on a facing-page format. For purposes of clarity, each learning activity is written as if a teacher is talking to a student, though the guide was not designed to be used directly as a student resource. Teachers are encouraged to adapt the learning activities to fit students' needs and to use individual and group activities interchangeably as the need arises. Each learning activity is referenced to one or more competency builders in the *GRADS Ohio Competency Analysis Profile*.

Action Projects. These projects, designed to help students transfer learning to real-life situations, are referenced twice in the units. First, they are listed in the learning activities, particularly in the individual activities column. Secondly, all the suggested Action Projects for the unit are listed together immediately following the learning activities in the unit. The purpose of this compiled list is so that teachers can review possible projects with students as they plan their learning experiences for a particular unit of study. As with all other learning activities, these projects can be adapted to fit student needs.

Student Resources. Handouts for students are included in each unit following the compiled list of Action Projects. It is important to read the learning activities first before using the handouts, as each handout is referenced in the learning activities with ways to use that resource. Permission is granted to copy these handouts for classroom use.

Special Features of the Learning Activities

Special features of the learning activities are explained below in alphabetical order.

Basic Literacy Skills. In an effort to encourage reading and math skills for adolescent parents and their children, many learning activities include reading and math experiences that teen parents can do with their children. In many cases, children's books are suggested. However, the children's librarian at the local public library can serve as an additional resource. Learning activities also encourage the use of math skills and involve students in designing graphs, interpreting statistics, and guiding their children in early math experiences.

Action Projects. Action Projects represent authentic learning tasks in which students apply their learnings to real-life situations in their homes and communities. Many are designed to help students develop action plans, keep records of their actions, and periodically evaluate and adjust their plans. Teachers should work closely with students to tailor these projects to meet student needs and to monitor student progress to promote self-evaluation and assessment. These projects provide opportunities to assess not only the content competencies of the GRADS Ohio Competency Analysis Profile, but the process competencies of managing work and family, problem solving, relating to others, and taking a leadership role.

Assessment. Since learning for adolescent parents goes beyond the memorization of facts and information, assessment strategies should involve more than paper-and-pencil tests. Throughout the learning activities and particularly in the Action Projects, teachers have multiple opportunities for performance assessment. For example, some learning activities include rubric assessment. A rubric is a rating scale that identifies important criteria for assessment and describes the performance at each level of the scale. It is also suggested that adolescent parents develop a portfolio of their work. A portfolio is a collection of student work that shows progress in learning over time and reflection about the learning process. Students should select what they believe to be their most meaningful work to include in their portfolio. Portfolios may be shared with parents and maintained throughout the program. For suggestions on developing alternative assessment strategies and maintaining portfolios, reference *Alternative Assessment: A Work and Family Life Teacher's Tool Kit*, available from the Vocational Instructional Materials Laboratory, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210-1090 (614-292-4277).

Family Involvement. Students whose families are closely involved in the educational process have better learning outcomes. For further information and strategies on involving family members, teachers should read **Involving Parents in the Education of Teen Parents** on page 30 of this guide. In an effort to involve parents and other close family members in the learning process of adolescent parents, some learning activities have been written as intergenerational so that student and parent (or close family member) do the activity together. For example, teachers are encouraged to maintain ongoing communication with parents and parents can be invited into the classroom to participate. Other family involvement activities are designed to be done at home.

FHA/HERO. Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is the vocational student organization for students enrolled in Family and Consumer Sciences programs. Involvement in FHA/HERO activities encourages personal growth, leadership development, family and community involvement, and preparation for the multiple roles of life including family, work, and community. FHA/HERO members have an opportunity to expand their leadership potential and develop skills for life planning, goal setting, problem solving, and interpersonal communication. Suggested FHA/HERO activities are included in each unit of the resource guide and are identified with the symbol shown in Figure 1. These suggested activities are designed to encourage involvement in the FHA/HERO projects and events identified in Figure 2.

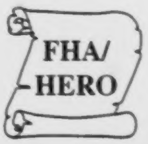

Figure 1: FHA/HERO Symbol Used in Learning Activities

FHA/HERO Projects and Events

Star Events: **Opportunities for Participation at Regional, State, and National Levels**

- Applied Technology
- Chapter Service Project
- Chapter Showcase
- Entrepreneurship
- Focus on Children
- Illustrated Talk
- Interpersonal Communication
- Job Interview
- Parliamentary Procedure
- Skills for Life

National Projects: **Designed to Increase Student Opportunities for Leadership, Peer Education, and Recognition**

- Student Body: A Peer Education Program to Help Teens and Peers Develop Good Health Habits
  - The Student Body–Vital Statistics
  - Build Your Student Body from Head to Toe
- Families First: A Peer Education Program to Help Teens and Peers Become Strong Family Members
  - Families Today
  - You—Me—Us
  - Meet the Challenge
  - Balancing Family and Career
  - Parent Practice
- Power of One: A Program for Individual Action and Recognition
  - A Better You
  - Family Ties
  - Working on Working
  - Take the Lead
  - Speak Out for FHA/HERO
- Financial Fitness: A Peer Education Program to Help Teens Use Their Money Wisely
  - Banking Basics
  - Cash Control
  - Making Money
  - Consumer Clout
  - Financing Your Future

Figure 2: List of FHA/HERO Projects and Events

In some learning activities, the specific project or event is identified and in other cases teachers and students can determine the applicable project or event. Although the FHA/HERO activities mostly appear under the group learning experiences in this guide, many of the suggested Action Projects can be used as

Power of One projects or can spark involvement in other events. The concept of leadership and FHA/HERO involvement are introduced in the **Process Competencies Unit** on page 37 and specific reference to leadership development for adolescent parents is explained in the **Teacher Background Information** beginning on page 71.

For further information on these projects and events contact Future Homemakers of America, Inc., 1910 Association Drive, Reston, Virginia 20191-1584, (703)476-4900. For information about FHA/HERO in your own state, contact your Family and Consumer Sciences office at your State Department of Education.

Journals. In an effort to engage students in ongoing reflection, journal activities are incorporated throughout the guide. Journal entries can be written in words or pictures in a notebook. Alternately, entries can be recorded on audio or videotape as resources allow and at the discretion of teacher and student. Questions to guide journal reflection are offered in the learning activities but may be adapted to student need. Also, processing questions can be used for journaling. Students should begin their journal when they enter the program. Suggestions for helping students start the journaling process are provided in Figure 3.

Processing Questions. Following many of the learning activities, sample questions are provided for use by the teacher to help students reflect on their learning and how it can be applied to real-life situations. Processing questions may be used in individual or group discussion or posed to students for journaling or personal reflection. These questions are designed to help students

- consider the ethical implications of their feelings, values, and actions
- view situations from multiple perspectives
- connect their learning to the process competencies: managing work and family, solving problems, relating to others, and assuming a leadership role
- connect their learning to prior knowledge and experience

Resource Notebooks. Helping adolescents succeed as parents depends on the development of a supportive network. Teen parents who tap into family and community support systems are likely to have better outcomes for themselves and their children. Many learning activities suggest that students collect and organize support system information into a resource notebook. Students are more likely to use a resource notebook that they themselves have designed and organized rather than a notebook that has been developed by others and given to them. Notebooks should be personalized to the students needs and the community resources available. Students should begin their Resource Notebook when they enter the program. As students complete learning activities in various units they will add to their Notebook. Suggestions for helping students begin their Resource Notebook are provided in Figure 4.

Helping Students Begin a Journal

The following questions and suggested responses can be helpful as students are introduced to the journaling process.

What Is a Journal?
A journal is a tool for personal reflection. It includes thoughts and feelings about what is being learned, how learning relates to real-life experiences, and plans and dreams for the future. It is an honest communication with the self that can help with problem solving. Journal entries can be written in words or pictures or recorded.

What About Privacy?
Keeping a journal private is important for feelings of safety when expressing personal thoughts and feelings. A journal writer has the right to keep the journal private and to decide which entries will be shared with the teacher.

How Are Journal Entries Made?
Respond spontaneously and honestly to increase self-awareness. Grammar, punctuation, correct spelling, and complete sentences are not as important as keeping thoughts flowing. Teachers may provide questions to help the reflection process. Ideas for getting students started are listed below.

> *Write about your life.* Where were you born? Do you have brothers and sisters? What do you remember about your family and your childhood?
>
> *Write about your reaction to your pregnancy.* How did you feel at first? What options did you consider? What options did you not consider? Who did you talk with?
>
> *Write about your dreams and plans.* What are your future plans for you and your baby? How much education do you want? What kind of job? Where do you plan to live for the next few years?
>
> *Make lists.* Lists can help you organize your thoughts, activities, and time. List things to do such as doctor's appointments, homework, or shopping for groceries or lists of goals you want to accomplish.

How Are Journals Assessed?
Teachers should work with students to develop rubric assessment tools for journal entries. Rubrics could include the following:

- Relates to the topic or reflection questions provided
- Shows understanding of the topic and application of learnings
- Meets agreed-upon length
- Shows effort and careful reflection

To develop a rubric, a description of three or four levels could be written for each criteria. Students could assess their own work, teacher and student could assess the work together, or teachers could periodically assess the work and provide feedback to students.

Figure 3: Helping Students Begin a Journal

Setting Up a Resource Notebook

1. Help students select a large notebook, such as a three-ring binder. Encourage students to personalize the notebook with their name; drawings; and pictures of self, family, and/or child. Provide markers, colored paper, magazines, and clear contact paper for students to use in decorating their notebook.

2. Using different colors of construction paper, make notebook dividers to represent different areas of resources, such as those listed below. Help students choose areas that are relevant to them and be flexible in adding other areas as student needs arise. Have each color represent a different area, such as
    - Child Care Resources
    - Child Health Resources
    - Educational Resources
    - Employment Resources
    - Family Planning Resources
    - Family Relationship Resources
    - Legal Resources
    - Nutrition Resources
    - Parenting and Child Development Resources
    - Personal Interest Resources
    - Prenatal and Postpartum Care Resources
    - Resources for Children with Special Needs

3. Use a sheet of notebook paper to serve as the Table of Contents for each area. Each time a resource idea is added to an area, list the resource in the Table of Contents for that section.

4. Entries might be printed materials, pamphlets, business cards, or handwritten names and addresses of people and places. Each entry should include a brief summary of the services provided.

Figure 4: Setting Up a Resource Notebook

Resources. Many of the learning activities ask students to use classroom, library, community, or computer information network resources to research information. Specific resources are seldom named because the availability of resources varies from program to program and because resources may become quickly outdated and must be kept current. The *GRADS Implementation Notebook*, available to GRADS teachers and trainers, provides ideas for resources related to the competencies. When assisting students with researching information, use a wide variety of resources to enhance students' lifelong learning skills of locating and assessing information. Teachers should work with students to assess the reliability and validity of information, including resources such as textbooks, magazines, informational pamphlets, videos, and information from friends and family.

Sample Scope and Sequence

Adolescent parents will enter programs with different learning needs. Teachers and students need to develop learning plans tailored to meet the needs of each student. Those learning plans should outline the units and competencies associated with the students' needs. Although no recommended sequence would be perfect for all students, the teachers who developed this guide have suggested possible scope and sequence ideas for three possible situations: fathers, short-term student, and pregnancy loss. The suggested scope and sequence for these situations are outlined in Table 3, Table 4, and Table 5.

Table 3: Scope and Sequence of GRADS OCAP for Fathers

Topic	Competency/Competency Builder
Coping with Pregnancy	2.3, 2.1.3, 2.1.15
Legal Issues Related to Parenthood	4.4
Process Competencies	0.1, 0.2, 0.3, 0.4
Labor and Delivery	2.5
Balancing Work, School, and Family	6.8
Healthy Partner Relationships	7.2, 7.3
Health Issues/Safe Environment	2.4
Baby Basics/Parenting Skills	5.0
Positive Self-Formation	1.0
Career Planning	8.3, 8.4
Working Parents	9.4, 9.5

Table 4: Scope and Sequence of GRADS OCAP for Short-Term Student*

Topic	Competency/Competency Builder
Handling Stress	1.5.1, 1.5.4, 1.5.5, 1.5.6
Community Resources	3.1.5, 3.2.5, 3.2.6, 7.8.8, 7.8.9
Conflict Management	7.8.1, 7.8.5, 7.8.6
Labor and Delivery	2.5.2, 2.5.3, 2.5.4, 2.5.7, 2.5.8, 2.5.9, 2.5.10
Postpartum Care	3.2.1, 3.2.2
Infant Care and Development	3.1.1, 3.1.2, 3.3.1, 3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10, 3.3.13, 3.3.14, 3.3.16

*May include students who enter the program late in the year, late in pregnancy, or in the 12th grade.

Table 5: Scope and Sequence of GRADS OCAP for Pregnancy Loss

Topic	Competency/Competency Builder
Stress	1.5
Expressing Feelings	0.3 4, 1.3.3
Assess Potential of Family Loss	7.4.8
Self-Esteem	1.3
Sexual Decisions/STDs	3.4, 2.4
Plan to Achieve Personal Goals	1.4
Peer Pressure	7.1.3
Healthy Partner Relationships	7.2
Community Resources	2.3.1
Postpartum Depression	3.2.2
Emergency Assistance	2.1.12
Career Planning	8.3, 8.4

Key Issues for Classroom Instruction

Trauma and Posttraumatic Stress

Rationale

Many educators today will concur with the generalized observation that today's students are different from those of decades past. The purpose of this section is to explore factors contributing to this educational dilemma and alternative opportunities to permit schools and communities to more successfully prepare today's students for academic achievement and a meaningful future.

The students participating in GRADS programs are often dealing with stresses not generally experienced by their peers who are not teen parents. Daily stressors often include overwhelming responsibilities, a daunting daily schedule, and stretched finances. Added to this can be the social and economic context of their families of origin, and the relationships within their family support systems. Chronic stress from cumulative unresolved traumas, past and present, may also be present.

Trauma is the physiological result of experiencing an event or situation that overwhelms a person's coping mechanism, resulting in extreme stress. Human beings have been traumatized through the ages by accidents, disasters caused by human warfare and violence, attacks by wild animals, forest fires, tornadoes, floods, earthquakes, and other forces of nature. Throughout, children and adults have generally managed to successfully recover from such traumas and proceed with a purposeful life.

How are educators to interpret and understand student stress today? Why would the stress of trauma be a relevant topic for GRADS teachers?

Background

Posttraumatic Stress Syndrome (PTSS) entered the literature and our awareness following evaluations of the problems experienced by Vietnam and World War II veterans. An awareness of the traumas resulting from child abuse, particularly child sexual abuse, has been an integral part of child development and family systems literature for several decades. Survivors of childhood physical and sexual abuse display coping strategies that are identical to other traumatized victims – inability to trust and judge relationship boundaries, underdeveloped social and language skills, a sense of helplessness, and depression.

Recent studies have implicated domestic and community violence as sources of stress and trauma that often erode children's and teens' sense of security and future. Additional generators of loss and trauma include divorce, unavailability of a parent, family changes, moving, and medical treatments (Garbarino, Dabrow, Kostelny, & Pardo, 1991; Garbarino, 1995).

Since trauma is cumulative and can result from witnessing violence as well as being a direct victim of it, the dimensions of PTSS are escalating for society and educators. It is estimated that over 5 million children are traumatized by being a witness to or a victim of interpersonal violence in America each and every year (Perry, 1994a; Perry, 1995). The foremost incubator of violence in America is the home. Intrafamily abuse, neglect, and domestic or partner battering account for the majority of physical and emotional violence suffered by children in our nation (Horowitz, Weine, & Jekel, 1995).

Domestic violence and its effects on the children who witness it have been largely overlooked in society and in literature. Children who witness family violence display behavioral and emotional problems that are virtually identical to children who are themselves abused. Children, particularly young children, who witness violence are at risk of being traumatized and of developing numerous psychological symptoms (Pynoos & Eth, 1985). Children who witness or are confronted with life-threatening experiences develop coping behaviors that include repression, dissociation, self-hypnoses, identification with the aggressor, and/or aggression toward self. In this way, witnessing or experiencing repeated violence can be a contributing factor to adolescent antisocial behaviors including truancy, substance abuse, and delinquency (Peled, Jaffe, & Edleson, 1995).

Witnessing spousal battering can lead some children and youth to assume that violence will be an inevitable part of their own adult roles. When the adult perpetrator's aggressive behaviors are seemingly condoned by society and go unchecked and unpunished, children's understandings of responsibility and accountability are distorted. Unless support that leads to recovery is accessible to children, such experiences can result in a distorted sense of trust and safety, lasting perceptions of utter helplessness (Terr, 1991), and can lead to developing a world view of being powerless and futureless. Psychological violence may not cause the death of a child's body, but it can lead to the death of the soul.

Impact on Brain Development. Family violence is particularly damaging to young children whose brains are experiencing major development and growth, and can result in the critical neurobiological conditions that lead to violent or dissociative behavior patterns (Perry, 1995).

The brain develops sequentially, and in a use-dependent fashion. Sequential brain development begins with the brainstem, then progresses to the midbrain, limbic and finally the cortical areas (Singer, 1995). Brain development is also use-dependent. Persistent threatening experiences during early childhood tend to result in a larger number of available brain cells being devoted to the development of the brainstem and midbrain, leading to accentuated fight-flight responses. Such use-dependent development of the brain can result in fewer brain cells being available for the subsequent sequential brain growth of the limbic and cortical areas (Perry, 1995). When the brainstem and midbrain areas are overdeveloped, or when the limbic and cortical areas are underdeveloped, the cortical area of the brain is less able to modulate the midbrain and brainstem impulsive reactions to threats or terror. Responses to threats or terror tend to be gender-specific. This certainly presents significance for the educational community.

Responses to Trauma. Living in a persistent state of fear prompts children and youth to develop coping strategies that compromise their ability to accommodate a variety of environments, even safe ones like the classroom. Traumatic memories that have never been discussed or identified tend to become deeply buried, leaving the secondary student with diminished opportunity to integrate the memory in a manageable way and eventually master it. Instead, the memory of helplessness continues to "manage" them (Peled, Jaffe, & Edleson, 1995). The goal is to not recall and deal with terror and powerlessness again.

Early adolescence is a time of confusion over new and emerging emotions and sensations for most youth. PTSS greatly compounds this dilemma. One of the most troubling aspects is that young people fear they can no longer trust or understand their own feelings and behaviors. Another major complication to the necessary mastery of traumatic memories is the residue of self-blame, with survival guilt often expressed in the personal thoughts and words of, "If only...."

Gender-Specific Adaptive Response Patterns. *Males* who are PTSS survivors can demonstrate both internalizing and externalizing behavior problems. They tend to be hypervigilant and to have exaggerated startle reactions, which easily trigger aggressive reactions and add to their perceptions of insecurity. Abuse experiences from within the family of origin creates vulnerability for an increased tendency to use power and control over others.

In addition to being robbed of ever experiencing safe and mutually respectful relationships, male children tend to identify with the aggressor as the only assured way to avoid being a victim (Peled, Jaffe, & Edleson, 1995). Males can also reenact behaviors that include the life-threatening use of automobiles and weapons along with the social behaviors of date assault and rape (Peled, Jaffe, & Edleson, 1995). An additional complication for many secondary male students is having had their coping behaviors misdiagnosed and treated inadequately, often as Attention Deficit/Hyperactivity Disorder (ADHD) (Putnam, 1993).

Females have been shown to experience the greatest incidence of PTSS, and more research is needed to understand this relationship (Berton, & Stabb, 1996). Girls from violent homes exhibit more internalizing behavior problems and lowered social competence, and may assume passivity is the only reasonable option for staying safe (Peled, Jaffe, & Edleson, 1995).

Female PTSS survivors tend to respond to feelings of threat with the survival strategy of numbing out or dissociating. Dissociation is the adaptive psychological process that can include trance states, amnesia, flashback, and cognitive fragmentation (Putnam, 1993). Flashbacks are often associated with malignant memories and children try desperately to avoid anything associated with the original experience or the stress that envelops it. Females may numb-out or turn off in an attempt to not re-experience the event and be overwhelmed by it.

The resulting passivity and tendency for female PTSS survivors to dissociate puts them at great risk for additional victimizations through adolescence and on into adulthood, elevated by their need for affection (Becker-Lausen & Rickel, 1995). Dissociation has been identified by Bicker-Lausen (1992) as the primary correlating factor between child abuse history and victimization. Depression was another significant factor in that same study. The trauma symptom of avoidance interferes with the child abuse survivor's attention to the physical and verbal cues of potential violence. The abject helplessness that abuse survivors may experience as part of dissociation is best described as "freezing;" it is real and the person cannot move (Levine, 1995). Protecting self is impossible. This has a profound significance for the security of young females in dating relationships. There is a compelling need for more research on the intersection of the two gender patterns and the resulting significance for rape and pregnancy prevention (Boyer & Fine, 1992).

Other more subtle effects of living in a violent home are the messages that violence is an acceptable way to resolve problems, and that women do not have the same rights or values as males. This inequality for females can be reflected through sexual harassment within the home, school or social setting, and overt pressure for sexual involvement in dating relationships. The victimization rate for women peaks in the 16–19 year old age group (Koss, Gdycz & Wisniewski, 1987).

Girls who grow up in the chaos of domestic battering are not more likely to choose abusive partners, but once they are in a violent relationship, they are less likely to leave (Jaffe, Wolf, & Wilson, 1990). The lesson they have learned is that victims must tolerate such treatment and even assume responsibility for causing the violence.

Perry (1994b) describes gender-specific response patterns of traumatized children in Table 6, for the male child and female child, compared to the adaptive response of an adult male.

Perry (1994b) goes on to say,

> When we are under threat, our minds and bodies will respond in an adaptive fashion, making changes in our state of arousal (mental state), our style of thinking (cognition) and in our body's physiology (e.g., increased heart rate, muscle tone, rate of respiration). To understand how we respond to threat it is important to appreciate that as we move along the arousal continuum – from calm to arousal to alarm, fear and terror – different areas of our brain control and

orchestrate our mental and physical functioning. The more threatened we become, the more 'primitive' (or regressed) our style of thinking and behaving becomes. When a traumatized child is in a state of alarm (because they are thinking about the trauma, for example) they will be less capable of concentrating, they will be more anxious and they will pay more attention to 'nonverbal' cues such as tone of voice, body posture and facial expressions. This has important implications for understanding the way the child is processing, learning and reacting in a given situation.

The key to understanding traumatized children is to remember that they will often, at baseline, be in a state of low-level fear – responding by using either a hyperarousal or a dissociative adaptation – and that their emotional, behavioral and cognitive functioning will reflect this (often regressed) state.

Table 6: The Threatened Child

Adaptive Response	REST (Adult Male)	VIGILANCE	FREEZE	FLIGHT	FIGHT
Hyperarousal Continuum	REST (Male Child)	VIGILANCE (Crying)	RESISTANCE	DEFIANCE	AGGRESSION
Dissociative Continuum	REST (Female Child)	AVOIDANCE (Crying)	COMPLIANCE	DISSOCIATION	FAINTING
Regulating Brain Region	NEOCORTEX Subcortex	SUBCORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	ABSTRACT	CONCRETE	"EMOTIONAL"	REACTIVE	REFLEXIVE
Mental	**CALM**	**AROUSAL**	**ALARM**	**FEAR**	**TERROR**

This essay on trauma and posttraumatic stress takes on profound significance when it intersects with the issues of child sexual victimization, teen rape, teen pregnancy, and ultimately, teen parenting. The entire issue of the impact of traumatic sexual experiences on children and the effects of rape on girls has been grossly underrepresented in research and treatment funding (Perry, 1995).

Several recent studies have shown that a fatalistic attitude and diminished expectations for the future, which are frequently associated with poverty and poor academic achievement, are highly associated with becoming sexually active (Butler, Ricket, Thomas, & Hendron, 1993). This lack of a positive future orientation can produce depression, rage, and disregard for their own lives, or the lives of others (Garbarino, 1995).

Could this fatalistic orientation prompt a decision, conscious or unconscious, to procreate a new life similar to the "war baby" phenomena of the early 1940s, for teen males and females? Because this notion would have profound significance to understanding the issue of teen pregnancy and its prevention, the need for specific research on this possible connection is striking.

Summary

GRADS students who have already entered into adult gender roles may be vulnerable to social relationships that match the passive-aggressive prototype they are accustomed to. One eventual symptom of traumatization is an inability to love, nurture or bond (Levine, 1995). Another implication is that no parent, teen or adult, can impart to their child an awareness or skill they themselves have not developed. Teen mothers or fathers who were not afforded an opportunity to be loved and nurtured, or learn how to protect themselves from violence cannot love and nurture or protect their children from violence, nor can they teach or impart loving and self-protection skills to their children.

However, this also represents a window of opportunity for the cognitive restructuring of such assumptions (Jaffe, 1990). Teen parents can help their children if they are treated in a caring way, and if they receive the needed information and learn those skills themselves (Boyer & Fine, 1992; Gershenson, Musick, Ruch-Ross, Magee, Rubino, & Rosenberg, 1989). GRADS teachers have a true window of opportunity to address love, nurturing, safety, and empowerment skills for two generations – the young parents and their children. Ending the legacy of abuse and hopelessness can become the most lasting competency of GRADS.

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Teen Parents with Posttraumatic Stress: Strategies for Strengthening Resiliency

The implications of use-dependent brain development and the resulting fear-based survival adaptations by some students for educators are profound. These insights afford us an opportunity to understand student behaviors and attitudes from a different perspective and offers GRADS teachers new and stimulating challenges for increasing students' ability to achieve academically and choose healthy, productive behaviors for themselves and their own young children.

This section addresses opportunities for transforming the trauma legacies that may be present in GRADS participants and avert that legacy from being transmitted to their offspring, thereby breaking the cycle.

The Needs of Secondary Students Who Have Had Disempowering Experiences

The symptoms of trauma can be persistent and "normalized" into students' daily survival adaptations or they can hide for years, only to surface when triggered by some new or added stress and fear.

Students dealing with the residue of traumatic stress from earlier (or current) experiences are emotionally needy. The externalized system of belligerence and explosive outbursts appears more often in males than females. Symptoms of internalized stress, particularly in females, include difficulty concentrating, preoccupation, reduction of normal activities, anxiety, fears, secretiveness, and difficulty in making and keeping friends. Another cluster of behavioral symptoms range from being withdrawn and depressed, to addicted to drugs and/or alcohol, and even to suicide. Somatic complaints, such as headaches, stomach aches, sleeping and breathing difficulties can be compounded during adolescence by eating disorders.

Most of these symptoms are futile attempts to keep from being overwhelmed by their memories and their awareness of loss of control over their safety and their selfhood. Low or inconsistent academic achievement is very common, often complicated by absences connected with their somatic complaints. A history of poor school attendance, which may have been wrongly diagnosed as school phobia, may actually be the result of a perceived need by the student to stay home to protect mother (Jaffe & Sudermann, 1995).

Students who have experienced shame and pain as a result of another's controlling powers over them correlate being controlled with being in danger. To these students, the need for personal control of themselves within their environment is equated to survival and security. The need to regain a sense of mastery and control over their lives is paramount for students dealing with the chronic stress of trauma. Fulfilling this need will eventually lead to generating hope for their futures, which is the final step in transforming trauma.

Meeting the Needs of Students With Posttraumatic Stress

The window of opportunity for transforming the psychic wound of childhood traumatization is credible and doable, with preschool and early elementary years offering the greatest chances for recovery. However, GRADS programs offer a vital opportunity for recovery that could intercede in repeating the cycle for another generation.

In most secondary settings, the GRADS program offers a realistic opportunity to provide unstructured or informal support for teens through group discussions that address issues and experiences of disempowerment, child abuse, and brutality within current teen social relationships. Such class discussion/support groupings could be a starting point of the recovery journey (Jaffe & Sudermann, 1995), and provide students with a positive experience within a trusting and trusted group.

Discussion goals include defining violence and the range of feelings it evokes, along with making direct correlations between domestic, dating, and community violence, particularly the issue of sexual jealousy used as a control issue and triggering violence. Exploring strategies for self-protection, developing safety planning skills, and assertive conflict resolution skills would be other discussion topics. Student or peer involvement in violence prevention and creating a sense of security can be crucial. Often, students are most comfortable with their own age group when seeking support regarding these issues (Peled, Jaffe, & Edleson, 1995).

Specific opportunities for more direct and personal student-teacher relationship building would include the following:

- To understand the threat the student senses, real or perceived, from a teacher's body language, tone of voice, and breathing pattern
- To understand how fellow classmates can misinterpret teacher's reactions to a student's inappropriate behaviors as a "trigger" for insecurity and pending danger
- Prevent retraumatization
- To model "giving" without expecting anything in return
- To empower: to provide the motivation, freedom, and capacity to act purposefully by sharing information and resources
- Explore the peer element; understand positive and counterproductive peer skills and influences
- Encourage the sharing of coping styles and alternatives between peers.
- Prevent retraumatization
- Explore with them their intervention fantasies and misbeliefs (how they might have averted the event: "if only....")
- Nurture and develop at least one strong, reliable role model
- Label specific outcomes of toxic behaviors; where are negative choices getting them?
- Accept their positive rage and redirect into generating solutions

- Support their heroic efforts to become a survivor, not a victim of the experience
- Recognize how students' stories may arouse teachers' emotions and jog teachers' memories

A very specialized recommendation for those working with young people who have experienced pain and shame as the result of some adult's actions: do *not* use threats as a behavior management tool. Traumatized children and youth cannot use fear as a positive motivation. Instead, threats heighten their state of stress and anxiety, propelling them into a fight-flight survival mode, creating more chaos.

The teacher can help create a safe classroom by

- never making promises and/or commitments he or she may not be able to keep
- being aware of his or her own state of well-being and clarifying when and how he or she may be distracted by personal issues that are in no way connected to the classroom or student
- playing calming music (music with 4/4 time is often soothing)

The teacher can also offer students opportunities to participate in creating a sense of safety and maintaining a sense of security by including students in establishing expectations of student behaviors essential for learning and classroom productivity or involving students in identifying acceptable ways to indicate a need for personal diffusion of anxiety and/or reestablishing equilibrium. Some strategies to help students indicate their needs or moods include predetermined hand signals or symbolic representations, such as: symbolic weather badges for sunny, clearing, cloudy, turbulent, rainy, stormy, or freezing; symbolic face badges depicting emotional states; symbolic colored badges to match moods; or symbolic flower badges based on students' personal interpretations on the historical meaning of flowers as outlined in *The Meaning of Flowers* by Fredrick Warne.

Journaling the meaning and significance of the selected symbols that depict their mood or sense of well-being can afford another opportunity for introspection. Through this individual process, stressed students may better understand the connecting link between the meaning of their memories and their current feelings. Such understandings are the essential key for generating alternative behavior choices. By involving students in determining classroom management style, stressed teens will gain a greater sense of security and increase their ability to focus on learning and personal growth.

Transforming Posttraumatic Stress Into Recovery and Hope

The trauma recovery process is just that – a process that the child or student does internally by themselves, for themselves. Adults can provide the safe, nonjudgemental environments and the "tools or activities" that move the process forward. Adults do not "fix" or "save" traumatization survivors. Healing and recovery cannot begin until the student senses guaranteed safety at school, home, and in the community.

Traumatic experiences generate great amounts of energy within the child/youth. This energy becomes associated with the frightening memory and needs to be discharged in a way that will not do further damage to the student, their environments, or the relationships they have with others. The release of this traumatic residue can be easily misinterpreted as disrespect or belligerence rather than a clue that the recovery process is in motion. Recovery is timely and critical for GRADS students, freeing them to respond with caring to the needs of their own children (Levine, 1995).

By using art and creative writing, students can generate more desirable outcomes to forbidden memories or experiences. Through their creative imaginations they can discover that new or alternative responses and outcomes are possible and that they are capable of bringing about such results. In this way, students can find some relief from their helplessness and terror and recapture some sense of control over the effects of their traumatization, regardless of the time that may have elapsed since the experience. Recovery art and writing activities permit students to become survivors and not victims of their experiences (Steele, 1995).

The framework into which the specialized recovery needs of chronically stressed students combines with the *GRADS Ohio Competency Analysis Profile* can be symbolically referred to as "bridging," to bridge the unfulfilled developmental or emotional childhood need with the symbolic, opposing, or countering process. For example, the issue of not having been sufficiently nurtured can be "bridged" by opportunities to provide caring by choice; to identify with a fictional waif or abandoned puppy can release an outpouring of empathy with no expectations attached. Such an internal flood or gush of caring can become the balm for their own healing. This process is essential for these parenting teens to be able to nurture their own young children.

Other "bridging" concepts are as follows:

- Being rejected or emotionally abandoned = to find
- Brokenness = to fix
- Powerlessness = to empower
- Belittled/Discounted = to stand up for the underdog
- Injustices = advocate for justice and fairness
- Hopelessness = bringers of hope
- Being hurt and pained = retaliation and positive rage

These internal, unspoken needs and their respective avenues for recovery may not fit comfortably with our paradigms of appropriate student behaviors and attitudes, particularly the last one. Facilitating the recovery process challenges us to accept the students' feelings and redirect their behaviors into symbolic opportunities to heal. Neither of these steps asks teachers to condone actual misbehaviors.

Learning Activities

The learning activities outlined below may seem remote, obscure, and trivial. "Trauma is like no other experience. What normally works in other situations (or learning experiences) does not lead to recovery from trauma" (Steele, 1995). Because trauma is stored in the senses, trauma recovery will be achieved initially through the psychomotor processes of drawing and writing, not talking. Teachers cannot talk students out of their fearful memories; nor can they be talked into more appropriate behaviors.

Since the traumatic memory is a sensory one, cognitive recovery or counseling cannot provide access to the memory; nor can it generate the release and relief essential for moving on. Role-playing activities will not support trauma recovery for similar reasons as they tend to personally place the participant directly into what they may perceive to be a threatening situation. This sense of fear can prompt a flight/fight reaction that shuts down access to their cortex and any real opportunity to problem solve and learn. Instead the stressed student has another reinforcing experience with helplessness.

Learning activities that guide students to connect with their creative imagination permit them vicariously to rediscover their capacity to generate caring and purposeful resolution. By structuring opportunities for teens to engage their cortical strength and problem solve *for* an imaginative character in a creative writing assignment or drawing exercise, they can avoid the perception of being in danger personally. Through such exercises, they can safely rediscover and strengthen access routes to their cortex and learn to trust themselves once again.

Journaling. After trust has been established between class members and teacher, offer these structured, expanded journaling outlines:

- What is the most scary memory from your childhood?
- What scares you about that experience now?
- What else scares you the most now?
- What do you do when you are scared?
- Is there anything you wish you would have said or done differently at those scary times?
- What makes you angry about that experience now?
- What changes or experiences would you like to see take place in the lives of others who were involved in those scary experiences?
- What can you do with your anger now that would bring you relief without hurting yourself or others?
- What have you learned from those experiences that you want your child to be protected from?
- What can you do to assure that happens?

Recovery Art and Creative Writing. Structured projects that infuse the empathic needs for nurturing of young fictional children in stressful or potentially threatening situations can provide linkages that permit stressed teens to connect with their own unspoken hurting memories. The process allows students to privately, vicariously diffuse the residue of their own traumas as they focus on the needs for caring or safety of the projects' fictional characters.

The following activities offer constructive learning opportunities for generating empathy for those students who do not have traumatic memories to resolve:

- Begin a "Dear Abby" column or mailbox for your school or offer to a middle school.
- Create a hypothetical "Dear Abby" project within the class for fictional situations involving younger children.
- Create a baby-sitter's guide from the perspective of a child being cared for, including illustrations.
- Create cartoon books for young children about staying safe:
    - – on playgrounds or on a picnic
    - – in the park or at the beach
    - – bicycling or walking to the corner store
    - – with the neighborhood bully
    - – with groups of neighborhood teens
    - – when rejecting or avoiding gang involvement
    - – playing in an abandoned or empty house, barn, or shed
    - – on an overnight or a visitation
    - – riding in a car with an adult who is drunk
    - – when someone around child is drunk or on drugs
    - – for children responsible for the care of young siblings
    - – on a field trip or camping trip
    - – at a shopping mall
    - – when parents are angry
    - – when parents are fighting
    - – when parents are divorcing
    - – when a parent or family member is critically ill or hospitalized
    - – when adjusting to a step-parent
    - – adjusting to a foster placement
    - – adjusting to mom's new boyfriend or dad's new girlfriend
    - – adjusting to moving and entering a new school
    - – adjusting to moving in with relatives or grandparents
    - – adjusting to a new sibling
    - – adjusting to the death of a loved one
    - – adjusting to the death of a pet
    - – when dad has lost his job
    - – when mom goes back to work

- Write puppet scripts, scenarios, or short plays on any of the above topics. Perform for an elementary or middle school, or community organization or agency, or your program's advisory committee or at a staff meeting.
- Write and illustrate guide books for teens dealing with
  - sexual harassment
  - date rape
  - grieving a peer's death (Gootman, 1994)
  - parents' divorce
  - a stepparent
  - grieving a parent's death
- Write a fictional story based on any of the scenarios on the previous pages in which the heroine/hero creatively and constructively manages the challenging situation. Include the following:
  - How does she/he know when the problem is around? what are the clues?
  - How does she/he deal with her fear and anger?
  - How does she/he know when it is resolved?
  - What will be different for her/him when the situation is resolved?
  - What makes it possible for her/him to move past the memories and feelings caused by that situation and get on with her/his life?
- Creative writing: Write a story about a preteen who wants very much to belong and be accepted by peers:
  - describe what she/he feels when rejected
  - describe how she/he deals with those feelings
  - describe what the preteen decides to do to gain self-confidence and self-respect
  - describe the thinking process used by the preteen to select the group of friends she/he wants to belong to
  - describe how that is achieved (Metcalf, 1995)
- Select TV programs or movies to review and critique. Write the critique based on family or teen relationship style or dynamics, particularly the issues of mutual respect and rights, violence prevention, and conflict resolution. Ask students to compose an alternative ending that would have offered a more sensitive balance to character development, individual needs, and a more fair outcome.
- Creative writing: If you were asked to select a "Dream Team" of supportive adults (relatives and nonrelatives) for a child living in a homeless shelter, what would those persons do, say, offer, and bring to that child's life? Alternative situations:
  - preteen in a group home,
  - child in foster care,
  - teen in a juvenile detention center,
  - pregnant teen thrown out by her family.

- Creative writing: Write a fictional story about how a mother or father assures her or his child can remain safe in a threatening situation:
  Examples:
    - house fire, flood, snow storm
    - when a family member or visitor is drunk, enraged
    - when home is broken into and robbed
    - when there is a drug raid in the building
    - when someone in family or neighborhood has a loaded gun

  Describe:
    - what she/he feels when panicked
    - how does she/he deal with those feelings
    - the thinking process she/he uses to describe how to keep her child safe
    - how does she/he know when she has succeeded
    - what does she/he feel and say to herself when she has succeeded
    - how might she/he use those strengths and skills in other areas of her life (Metcalf, 1995)
- Bulletin Board: Create a "Signs of Hope" bulletin board. Encourage students to post news items that reflect personal or group actions of fairness, justice, courage, caring, integrity, and good will.
- Bonding Rhythms. Encourage GRADS participants to move rhythmically, to melodic music, while holding their infants or child (or a doll). If there is interest, use music that represents the class members' respective ethnic and cultural heritages. Observe and discuss the responses from the babies and the teens. This is based on the notions that when mothers and their babies move rhythmically together, neurological development and bonding is enhanced for both (Levin, 1995).

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Involving Parents in the Education of Teen Parents

Rationale

Teen mothers under age 18 are quite likely to live with their parents, and often reside with them for two years or more following the birth of their babies (Furstenberg, 1991). Of those who do not live at home, many live in close proximity to their mothers. Custodial teen fathers are also likely to continue to live with their parents. Teen mothers are quite likely to depend heavily upon their mothers for emotional and material support and help with childrearing. The types of support that adult mothers provide for teen mothers can be effective, but there is great potential for conflict and stress (Musick, 1993; Apfel & Seitz, 1991; Richardson, Barbour, & Bubenzer, 1991). These adult mothers remain the primary identification figures and principal transmitters of values to their daughters (Musick, 1993).

It is not uncommon for professionals to report conflict stemming from adult parents usurping the teen mother's role. Additionally, when a young mother's parenting practices contradict the adult mother's or grandmother's customary childrearing practices, generational conflict may erupt (Auld & Morris, 1994). Generational conflicts may contribute to stress experienced by mother and child, and may damage the relationship between the adult mother and teen parent.

As teachers of teen parents, we need to be sensitive to the potential for conflict and stress between our students and their parents. We also need to consider how we, in our professional roles, might be contributing to the intergenerational conflict and stress. Conversely, we can also consider how we might be able to contribute to more harmonious intergenerational relationships. Usually, we provide information and education for the teen parent only. What if we broadened our audience to include the parents of our students, and opportunities for learning cooperatively? The term *intergenerational learning* is used to describe this type of learning.

Background

Parent involvement in the classroom can lead to intergenerational learning. The presence of a shared concern provides the stimulus for collaboration. Both students and their parents are concerned with the well-being of the child. The children of GRADS students can benefit from their parents and grandparents learning the same parenting skills.

A review of the literature shows much research in the area of parent involvement. Seven levels of parental participation are identified in Marsh & Willis (1995, p. 177).

- The *first level* is receiving reports about their children's progress. This includes report cards, home visits, telephone calls, and parent-teacher conferences. The structure of the GRADS program makes this level of participation easily attainable for teachers.

- The *second level* is attending special events for parents. This includes open house, parent meetings, recognition activities, picnics, etc. Many schools include these events on the school calendar, but it is up to the teacher to make parents feel welcome. Often teachers criticize parents for lack of involvement while doing little to involve them (Palestis, 1993).

- The *third level* identified by Marsh and Willis is raising funds. These funds may be for the benefit of the classroom, school, or community.

- Parents who participate at the *fourth level* passively participate in educational activities. Parents of GRADS students may observe class, attend seminar days, or special inservice events for parents.

- *Level five* is assisting in noninstructional activities. This level of participation includes researching library topics, supervising field trips, preparing supplies, or contacting businesses for support. This type of participation is more easily observed in elementary schools. When students reach the middle school or high school level, they often assume some of these responsibilities themselves. They also begin to seek independence from their parents and do not want them as involved in their school.

- These are a few of the reasons that teachers need to strive for the *sixth level* of participation, parents helping teachers in instruction. This includes inviting parents to be guest speakers and to teach new skills to students. GRADS classes are an excellent opportunity for this type of participation. Parents have many experiences to share about parenting. Consider the range of role models that could be available for the students if more parents participated. A team of parents could present together to make more viewpoints available and to make the presentation less stressful.

- The *final level* of participation identified by Marsh and Willis is to involve parents in making decisions. This includes advising or serving on curriculum committees and getting involved in the governing of the school. The GRADS Advisory Committees are an excellent opportunity to reach this level of involvement.

Nathan (1995) offers much insight regarding the importance of getting to know the parents of students. Home visits, projects, and portfolios are suggested as cornerstones for parent involvement. GRADS teachers can make home visits more beneficial by using them to reach higher levels of parent involvement. Projects that involve child, student, and grandparent would be of benefit to both home and school. Letter writing, photo essays, journaling, family traditions, medical histories, and story telling are a few ideas for projects. Once parents get involved in school and feel welcome, they'll come back (Pardini, 1995).

GRADS teachers have an obligation to involve parents. As parents are included in the GRADS program, an example of positive parenting is demonstrated to the GRADS student. The more students are encouraged to involve their parents in their education, the more aware they will be of involvement opportunities as their child has educational experiences.

Benefits. There are many benefits to increasing parent involvement in the GRADS program. There is an increase in student accountability when teachers form a relationship with the student's family. The most direct result of this accountability increase is improved attendance. It also helps students find a connection between home and school when their parents share their experiences, talents and skills in the classroom. Parent involvement can also help parents change their perceptions of school. If parents have previously had bad experiences at school either as parents or students, a positive parent involvement experience can be very beneficial. Another positive outcome may be that parents learn how to help their children at home (CISL, 1996). The learning strategies used by the GRADS teacher can be modeled by the parent at home.

Barriers. As students reach middle school and high school, there is significantly less parent involvement in school. This change occurs for many reasons. One reason is that students in this age group have an increased need for autonomy as they approach adulthood. Another reason is that the structure of secondary schools inhibits parent-teacher communication (CISL, 1996). Elementary teachers have an average of 30 students each and a secondary teacher may have 175. GRADS teachers have an advantage in this area over most secondary teachers, commonly serving no more than 60 students each year. Also secondary teachers see each student for approximately one hour per day and elementary teachers spend most of the school day with their students. Another reason for this decline in parent involvement as students reach middle school and high school is the difficulty of the school work. Often parents do not feel competent to be involved.

A 1992 survey of 30,000 parents by the National Parent Teacher Organization, showed that eighty-nine percent of parents felt the biggest barrier to their being more involved was lack of time. Other barriers cited were "nothing to contribute" and lack of child care (Walker, 1996). Time is noted as a barrier to parent involvement in other ways. In addition to many parents being employed outside of the home and not being available, teachers are reluctant to add homework to the already crowded schedules and hectic lives of students. Also planning for parents in the classroom takes additional planning time by the teachers (CISL, 1996). This is why the activities should be relevant to GRADS students' families and closely linked to the GRADS curriculum.

Another barrier identified was culture. School populations are increasingly more diverse. Classrooms include a variety of races, socioeconomic groups, ages, and family structures. Parents of low socioeconomic status have the most difficulty feeling safe about being involved. Encouragement, guidance and support are recommended as the tools for reaching the feeling of safety (Marsh & Willis, 1995). The support of the GRADS teacher during the student's pregnancy can help eliminate this barrier.

More barriers are transportation problems, unsuccessful past experiences, and lack of clarity on the role of the parent in homework activities (Macfarlane, 1996). Still another barrier to parent involvement is the reluctance of some teachers to be observed in the classroom. They are not comfortable being on display for parental scrutiny.

Support for Intergenerational Connections. There is support in many states to increase intergenerational connections in the schools. The literature stresses the importance of intergenerational connections being purposeful, ongoing, and well-planned. In Ohio, the Governor's Intergenerational Initiative (1995) defined intergenerational programming as "the purposeful bringing together of different generations in ongoing, mutually beneficial planned activities designed to achieve specific goals." They identified many possible positive outcomes of involving older adults in schools. Among these are the enhancement of both academic and social skills of students; the provision of positive role models for students; the fostering of new friendships across generations; the embracing of positive extended family characteristics; the expansion of the sense of history and cultural heritage; the extension into the community; and the contribution to the satisfaction and well-being of the older adults.

Older adults have many experiences to share and can be involved through reading, listening, mentoring, tutoring, and helping with home/classwork. Ideally, three or more adults should have a positive role in each student's life (Benson, Galbraith, & Epseland, 1995). They can offer advice, attention, talents, and resources. These intergenerational connections can benefit all generations involved.

Parent Involvement Program. The focus of parent involvement activities should be on the parent as a companion rather than as a tutor. Activities should be meaningful, useful, and fun. Parent involvement usually brings to mind activities within the school itself, yet some of the most valuable activities that support intergenerational learning happen at home. Many of the barriers mentioned can be eliminated with take-home activities.

There are many ways that GRADS teachers can involve parents in education, whether it is involvement at school or home. If the purpose of parent involvement is to improve intergenerational learning, teachers need to make a conscious effort. Strategies as simple as asking a parent to sign that they have seen the student's work are effective.

Successful parent involvement efforts share the following characteristics:

- The student takes some responsibility in defining parent involvement. This responsibility supports the student's independence.
- There is a focus on the future as GRADS students welcome and need parent guidance in examining options for their life.
- There are high expectations for students to be motivated to be successful as parents (CISL, 1996).

A strong effort is currently underway called Project Appleseed. It is an initiative by parents, not teachers. This project requests that employers, parents, and schools take the Parental Involvement Pledge. The Pledge requires parents to spend at least fifteen minutes each school night helping their children with homework and to volunteer at school a minimum of five hours each school semester. Project Appleseed is also challenging businesses to give employees ten paid hours of company time to volunteer in schools (Walker, 1996).

Parents can learn from their children. GRADS students are inundated with parenting information from their health care providers, WIC (Women, Infants, and Children), GRADS, and many other sources. Just as it is important to stay current in your chosen profession, it is equally important to stay updated as a parent.

Another involvement effort is called the Partnership with Parents (Pardini, 1995). It identifies six types of involvement:

1. Parenting: The school helps parents create supportive learning environments at home.
2. Communicating: The school reaches parents with language written the way parents speak.
3. Volunteering: The school recruits and organizes parents to help.
4. Home Learning: The school provides parents with ways to help children at home.
5. Representing Others: The school provides inservice training for parents to be parent leaders.
6. Community Collaboration: The school identifies and uses resources available from groups and agencies in the community.

Some ideas for parent involvement that have been successful are workshops, social events, home visits, take-home activities, support activities, support groups, toy lending libraries, and clothing banks. An involved parent can be defined as one who actively participates and has a high level of commitment to their child's education (Vandegrift & Greene, 1993). Schools with a large at-risk population have a broad spectrum of parent involvement. This spectrum includes parents who are committed to their children, but do not participate; parents who participate, but are not necessarily supportive; and parents who neither support nor participate in their child's education.

Support is a prerequisite for involvement and the best way to get support is through improving communication. To improve communication, it is important to meet the parents where they are, speak in a language they understand, and to have many options for involvement (Vandegrift & Greene, 1993).

The GRADS component of parental involvement can be considered a success if more parents participate, alternatives to at-school activities are discovered, and awareness for parental involvement is increased.

A study by the Center for Educational Research and Innovation, a branch of the Organization for Economic Cooperation and Development, found that 63 percent of U.S. adults believe schools and parents should share responsibility equally for children's social and personal development, 34 percent believe parents should take greater responsibility than schools, and 3 percent think schools should do more than the home (Bushweller, 1996). Schools have increased responsibility for not just the intellectual development of students, but also the social development.

Consideration of this fact, encourages the selection of strategies that are not only educational, but social and informational. Parent involvement is an important component as schools search for new strategies and discover the powerful role that GRADS teachers can play in promoting intergenerational learning.

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Process Skill Unit 0:

0.1 Managing Work and Family Responsibilities

0.2 Solving Personal and Family Problems

0.3 Relating to Others

0.4 Assuming a Leadership Role

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on the development of important lifelong learning skills. It is written so that it may be used in several ways. First, all learning activities for the process competencies can be taught in one block of time. A second way is to select specific process competencies that relate to units of study and teach the learning activities relating to those process skills immediately before content units of study. Finally, the activities themselves can be incorporated with the learning activities from the other units. What is most important is to help students conceptualize the skills, practice them frequently, and reflect upon their continued development.

Teacher Background Information

The teacher background information pieces review current literature on developmental processes of adolescent parents in relation to the process skills.

0.1: Managing Work and Family Responsibilities **Page 38**
0.2: Solving Personal and Family Problems **Page 49**
0.3: Relating to Others **Page 59**
0.4: Assuming a Leadership Role **Page 71**

Learning Activities

The learning activities in this unit focus on the four process competencies. Both individual and group learning activities are suggested for each process competency.

Competency 0.1: Manage work and family responsibilities for the well-being of self and others **Page 44**
Competency 0.2: Apply the problem-solving process to personal and family problems for the well-being of self and others **Page 54**
Competency 0.3: Relate to others in positive, caring ways **Page 66**
Competency 0.4: Assume a leadership role as a responsible family member and citizen **Page 78**

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and are referenced according to their related competency. **Page 82**

Student Resources

Student resources for this unit can be copied for classroom use. Student resources for each competency are included at the end of the unit. **Page 83**

0.1: Managing Work and Family Responsibilities Teacher Background Information

Teacher
Background
Information

Rationale

Adolescent parents face the challenges of managing work and family responsibilities at an earlier age and with greater intensity than most adolescents. Young parents face demands to take on family responsibilities for their children, as well as demands to enter the labor market to provide for their children. Learning how to manage work and family responsibilities must be accomplished in the complex reality of being a child and a parent, a student and a worker. Teen parents do not have the luxury of leaving high school with only their own needs, goals, and desires to consider. They must do more than plan. They must make decisions that will have significant implications for the future development of their children as well as for themselves.

Background

A resolution passed by the American Vocational Association in 1992 recognized the family as the first teacher and the first setting in which children learn about work: "The labor force is produced and affected by families and there is a relationship between family functioning and work productivity." The resolution urges that we recognize the value of a strong family unit and the contribution it makes to the work force and economy. It further states that the curriculum of all vocational education programs should include appreciation for the interrelationship of family and work.

Understanding the Idea of Family. When we speak of *family*, we are referring to a group of people, usually related by blood, marriage, or adoption, who have a common destiny and experience a sense of emotional intimacy. In a family, people care about one another and take care of one another. All over the world, in all cultures, families are a basic building block of society. They provide the primary socialization context for children. In many cultures, they are also the primary economic unit. In contemporary U. S. society, families provide the social support critical for emotional well-being of adults and children. Families also establish the value orientations that prepare children to engage in schooling, vocational preparation, work, family and community life (Newman & Newman, 1997).

Family structures in the United States are varied. In 1994, 69 percent of children under the age of 18 were living with both parents, 23 percent with their mother only, and 3 percent with their father only. For those living with both parents, roughly 20 percent were living with at least one stepparent or adoptive parent rather than both biological parents (U. S. Bureau of the Census, 1995). In addition, family households may include other family members such as grandparents, uncles and aunts, cousins, and, as often happens for GRADS students, the grandchildren of the householder. Depending upon the norms and practices of the family or the larger subculture, other individuals who do not live in the household and are not related by blood, marriage or adoption may be considered members of a family. This is typically true in cases of divorce when a child has a continuing relationship with a noncustodial parent and his or her spouse and children. In some subcultures the title of aunt or uncle is extended to close friends of the family. And often, adults have a special feeling for the children of their friends or neighbors, perhaps even holding an honorary title like Godmother or Godfather, which carries with it certain family-like commitments. Thus, when discussing the nature of family roles and responsibilities, one must keep in mind the great diversity of family relationships and family groups in which students are likely to be embedded. These relationships can be sources of support as well as sources of conflict and worry as young people try to balance their work and family roles. They also provide diverse models or scripts that stimulate thought and behavior as young people form their own intimate relationships and enact family roles.

Understanding the Idea of Work. The term *work* can be defined in many ways, suggesting the complexity of the idea and the ambiguity that surrounds it. Work is the process of exerting energy to produce or accomplish something. Commonly, the concept of work implies some financial compensation. One important reason that people work is to have money to pay for their needs. However, this is not always the case. Work directed toward parenting children or care of the household may not result in any direct financial benefit. Some people work for free; we consider this volunteer work. The concept of work must be separated from the consequences of the work for self and others. Work may also refer to a place, as in 'I am going to work' or as a career, 'What type of work do you want to do?'

For American adolescents, effort directed toward academic achievement and extracurricular activities may be considered work, often their primary work. For example, the time, attention, and concern that adolescents devote to their studies, to developing skills in athletics, music, theater, the visual arts, debate, school newspapers, and other activities can be thought of as efforts directed toward acquiring valuable skills and creating valued products. Effective work of this type is linked to positive short-term consequences such as good grades, peer esteem, and school recognition. It may also provide access to longer-term consequences such as qualifications and experiences that lead to employment, acceptance in a college or university, scholarships, and/or community recognition. About 83 percent of high school seniors in the class of 1992 participated in some type of extracurricular activity (U. S. Department of Education, 1995).

Besides school-related work, participating in the paid labor force is common for adolescents. In 1993, 42 percent of adolescents aged 16 to 19 were in the labor force (U. S. Bureau of the Census, 1995). By the time they have graduated from high school, 93 percent of students say they have had some experiences working for pay.

The Interdependence of Work and Family Roles. In today's American society, most adults have both work and family roles. By the year 2000, it is projected that 75 percent of all men age 16 and over, and 62 percent of all women age 16 and over will be in the labor force (U. S. Bureau of the Census, 1995). Among married women with children under the age of six, 62 percent are in the labor force. Among single women with children under the age of six, 52 percent are in the labor force. It has become "normative" for women as well as men to combine work and family roles.

Work and family roles can conflict or they can complement each other. Conflict is typically a result of role overload, role conflict, and spillover (Tiedje et al., 1990; Nickols, 1994). *Role overload* means that there is more work associated with the role than time allows. This can occur within a work role, especially in occupations that involve time pressures, responding to many different tasks at once, or, in companies that have had a work force reduction so that the remaining employees are carrying out the job duties of two or more workers. Role overload can also occur in the family, as when a single parent has to meet the childcare needs of several children, or when a working woman has limited time to take care of many household responsibilities. Extreme overload is likely when a single parent has to cope with overload at home as well as at work.

Role conflict refers to the competing demands between several roles. For example, a person may be expected to be assertive in the work place, assigning responsibilities and evaluating performance. Yet at home as a parent, this person is expected to be cooperative, nurturing, and nonjudgmental. In contrast, some adults have jobs in which they are in a subordinate role, taking orders from others and experiencing close monitoring, while at home, in the parent role they are expected to give guidance, make family decisions, and encourage the continued growth and development of their children. A GRADS student may experience role conflict in trying to function as a child living in her or his parent's home and also as a parent responsible for meeting the needs of a child.

Spillover refers to the intrusion of one role into another. This can occur when a person has to bring tasks from the work setting home to complete them or when the person is preoccupied by problems at work and is therefore psychologically unavailable for family members. Alienation in the work place, including feelings of powerlessness, feeling that one's abilities are undervalued or unutilized, or exclusion from the decision-making process is commonly associated with low job satisfaction. Alienation can spill over into problem behaviors at home including depression, and problematic alcohol or drug use (Greenberg & Grunberg, 1995).

Spillover can also occur when problems from home detract from a person's ability to perform tasks at work, or lead to frequent absences or being late to work. A child's illness, conflict with a partner or spouse, family financial problems or worries about an ailing parent are all examples of family issues than can make it hard to pay attention at work, lead to frequent disruptive telephone calls or unplanned absences, or make a person more irritable at work. The more hours one spends at work, especially evening and weekend hours, and the less control one has over the nature of workplace demands, the greater the likelihood of conflict between work and family life. The availability of community resources including adequate child care or after-school care, transportation, and supportive attitudes from close family members and friends are central to a person's ability to reduce the conflicts between work and family (Nickols, 1994).

Although the challenges to balancing work and family roles are complex, participation in these multiple roles can be a great source of satisfaction and well-being. Work and family roles provide a sense of structure and meaning to life. Self-worth is enhanced when other people in reciprocal or complementary roles value what you are doing. The positive qualities of one's marital and family roles can help a person cope with the demands and stressors of work. At the same time, information and problem-solving skills developed at work can be brought to bear in solving problems in the family. A person's successes in work can be a source of admiration and pride among family members and can contribute to overall feelings of well-being (Barnett, Marshall, & Pleck, 1992; Pugliesi, 1995).

Strategies that Help Balance Work and Family Roles. Balancing work and family roles requires creative problem-solving skills. Each situation is unique, requiring an assessment of what is required to meet personal, family, and workplace demands and needs and an evaluation of the resources that can be brought to bear to address these demands. Studies of dual career couples suggest some factors that can contribute to the effective balancing of work and family roles (Macklin, 1987; Nickols, 1994):

- Conflict between work and family roles can be reduced when partners (or family members) have a shared or common view about the relative importance of the two roles. Emotional support from one's partner, especially valuing the partner's work role and his or her competence as a parent, helps reduce work-family conflict. For women who strive for career success, emotional well-being is often associated with the perception that their partners are proud of their career accomplishments.

- Work and family roles can be balanced when partners share more of the child care and household responsibilities. In single-parent homes, parents need to find ways of collaborating with friends and other families to share the daily tasks of household maintenance.

- A key to keeping work and family roles in balance is to be strategic about the use of financial resources. Individuals and couples are happier with their family roles when they can meet basic needs and avoid debt.

- Work and family roles are more likely to conflict in families with young children and larger numbers of children. For these families, strategies that focus on stable, high quality child care arrangements can substantially reduce conflict.

- Having control over one's work hours and workload helps reduce conflict. This can be managed in some types of work more readily than in others. Increasingly, individuals are experimenting with part-time employment or job-sharing to help cope with role overload. In the current environment of low unemployment rates, workers can seek out companies that have more flexible, family-friendly policies (Friedman & Galinsky, 1992).

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Competency 0.1: **Manage work and family responsibilities for the well-being of self and others**

Learning Activities

Individual learning activities appear on right-facing pages; group activities appear on left-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

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a. Read **The Balancing Act** (p. 83). Create a hands-on representation of the process of balancing work and/or school and family roles. For example, use a weighing scale, paper cups and beans to place responsibilities at different ends of the scale. Another strategy is to create a mobile with responsibilities to be balanced represented on either side.

Processing Questions

- *Why are management skills important to parents?*
- *How can parents manage the numerous tasks associated with meeting the needs of children?*
- *What happens when parents do not have sufficient management skills to balance their roles and responsibilities?*

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b. Complete **Parents as Managers** (p. 85-86) and discuss how the management process could help you manage your various roles as a teen parent.

Unit 0: Process Competencies

Competency Builders:

0.1.1 Explore the meaning of *work* and of *family*
0.1.2 Compare how work life is affected by family life and how family life is affected by work life
0.1.3 Identify management strategies for balancing work and family roles

Individual Learning Activities

a. Use markers to draw a large circle that represents the 24 hours in a day. Label the circle with midnight at the top and noon at the bottom. Write or draw pictures to represent various family and work and/or school tasks undertaken throughout a typical day in the life of a teen parent. Discuss the consequences of having to juggle many of these tasks at the same time. Draw a visual representation of what it is like to juggle those tasks and the feelings involved. Share your representation with your teacher. Read **What is Management?** (p. 84). Talk with your teacher about why the management process is important as you balance all your responsibilities and work to achieve your goals.

Processing Questions

- *Were you surprised to see how many different types of activities you juggle each day? Why or why not?*
- *Which of these activities tend to take most of your time? The least of your time?*
- *Do these tasks help you achieve the goals that are important to you? Why or why not?*

b. Cut out a paper doll chain and label each doll in the chain with a different role that you play (for example, student, employee, parent, family member, friend). Using resources, define *spillover* (suggested definition: when one role in your life interferes with another role in your life). List ways that spillover occurs in your life. Working with your teacher, select a specific management skill that you would like to learn more about. Use classroom resources to learn more about that skill and why it is important for a teen parent. Create a poster, brochure, or handout about that skill and present your work to other teen parents.

(1) Financial management
(2) Time management
(3) Stress management
(4) Personal resource management

Processing Questions

- *How does work and/or school affect family? How does family affect work and/or school?*
- *What does the interconnectedness of work and/or school and family mean as you think about managing your responsibilities in life?*

Competency 0.1: Manage work and family responsibilities for the well-being of self and others *(continued)*

Group Learning Activities

c. Read **Process Skills for Effective Parenting** (p. 87). Use resources to define the word *role*, and explain how each of the process skills represents a role that parents play. In four groups, select one of the four roles important to effective parents, and make a life-size silhouette from paper. Label the silhouette with your chosen role and list examples of responsibilities parents have with regard to that role. Display the silhouettes in class. Discuss how these skills are often considered, "the work of parenting."

Processing Questions
- *Which of these roles is easiest to fulfill? Most difficult? Why?*
- *What happens when parents do not fulfill their responsibilities with regard to each of these roles?*
- *What skills would a parent need to have in order to carry out these responsibilities? What values?*

FHA/HERO

d. On the chalkboard or a poster write the question, "What is work?" Working with a classmate, create a cartoon that illustrates how you feel about work. Collect, post, and discuss your cartoons and cartoons from magazines and newspapers to illustrate how people feel about work. Discuss the similarities and differences between work in each of the situations below. Plan a seminar day on managing different types of work. Invite a panel of parents to talk about the different kinds of work they do and how they manage those roles.

(1) School as work
(2) Parenting as work
(3) Volunteerism as work
(4) Paid employment as work

Processing Questions
- *What are your most important work roles? What will be your most important work roles in the future?*
- *What do people gain from work? What do they give?*
- *Why is work important in your life? To your family? To your child? To your community?*

Individual Learning Activities

c. Read **Process Skills for Effective Parenting** (p. 87). Make a list of the things you do related to each process skill. Describe why each skill is important to being a good parent.

> **Teacher Note: Process Skills for Effective Parenting: Reflection Sheet** (p. 88) can be used in several ways. It can be a bulletin board in class in which students add pictures and examples of their learning. It can be used as a page in a portfolio to summarize student learning in each category. It can also be a reflection page to be completed at the end of each unit to show progress toward these important lifelong learning skills.

Action Project

d. Choose one of your personal goals with regard to your work at home or at school and use the management process to achieve that goal. Keep a record of your plan and your progress. Use **How Well Are You Managing?** (p. 89) to assess your management skills.

0.2: Solving Personal and Family Problems Teacher Background Information

Teacher Background Information

Rationale

Educators are responsible for helping students prepare for their future by developing the critical and creative thinking skills required for solving problems. Good teachers want to impart more than specific information and the strategies to solve specific problems. They want to teach students to take a strategic approach to any problem they face and to use what they know to think through the solutions to a wide range of problems (Bransford & Stein, 1993). Adolescent parents face the complex challenges of parenting, labor force participation, and the formulation of their own personal identities. In each of these domains, the problems are complex, the alternative solutions are varied, and the consequences for personal development, occupational success, and the quality of family life are significant. Many of the classroom problems that are posed in order to stimulate specific subject matter learning have one correct answer; personal and family problems typically do not have one correct answer. Good solutions to complex problems require an integration of knowledge about the situation, access to resources, an ability to anticipate the consequences of varying solutions, and a personal judgment about which solution fits best with one's values and goals (Laster, 1987).

The youth unemployment problem further illustrates the pressing need to help adolescents develop effective problem-solving skills. In 1994, when the overall unemployment rate was 6 percent, adolescents in the age range 16 to 19 experienced unemployment rates of 19 percent for males and 16 percent for females. These rates were even higher for African American and Hispanic males and females (U. S. Bureau of the Census, 1995). These data suggest that a major segment of American youth who want to participate in the labor market are having trouble qualifying for entry-level positions.

The high unemployment rates for youth appear to be due, in part, to the low level of educational preparation that many high school students demonstrate when they apply for work. From the point of view of business and industry, entry-level workers need to have basic literacy and computational skills, the ability to think logically about a problem and to communicate what they are thinking verbally and in writing. They also need the capacity to adapt to change and learn new ways of functioning rather quickly (William T. Grant Foundation, 1988). Results of a national assessment of public education suggest that many contemporary high school graduates fall short of these expectations. High school students' reading skills are stronger than their writing skills which were evaluated as poor or minimal. Many high-school graduates cannot follow written instructions in order to complete a task. The intended meaning of the average written work cannot be clearly understood. Mathematics performance has been improving since the late 1970s, but most of the improvement has been in the area of basic skills rather than the higher order mathematical reasoning that is expected in areas such as algebra and statistics. The lack of these skills and certain computer competencies make it unlikely that many high school graduates can compete for the higher paying, entry-level positions (U. S. Department of Education, 1992).

It is important to nurture a sense of problem-solving competence or self-efficacy among students, helping them to perceive themselves as effective problem solvers rather than as people who retreat from problems or doubt their capacity to find solutions. This can be achieved by giving many opportunities to solve hypothetical as well as real problems successfully; by observing peers succeed in problem solving; and by encouragement from teachers and other significant adults who believe in their abilities and want to empower students to make good decisions.

Background

Personal and family problems typically involve issues that affect a student's well-being as well as the well-being of others who are important in their lives. In comparison to problems in mathematics, science, or other academic disciplines, personal and family problems usually have both emotional and value components, as well as intellectual challenges. This often makes personal and family problems seem more urgent, more troubling, and, perhaps, more difficult to approach using logic and scientific reasoning. Nonetheless, research on parenting, marital relations, and family life suggest that many of the logical processes and mental orientation that are effective in solving scientific problems are also relevant for solving personal and family problems (Sternberg, & Williams, 1995).

Thinking Out Loud. Problem solving is a skill, just like other skills such as playing the guitar or driving a car. However, one of the difficulties in teaching and learning problem solving is that most of the activity goes on in the mind. It is hard for a student to watch others do problem solving and then imitate their behavior. Similarly it is hard for a teacher to detect errors in a student's problem solving; usually what teachers can observe is the solution rather than the process through which the student reached the solution. Thus, one of the most essential aspects of any course on building problem-solving skills is to articulate the process aloud. This can be done in pairs or teams, or by narrating one's problem solving thoughts into a tape recorder (McKeachie, 1994). Much of the knowledge we have about how experts think and solve problems comes from asking them to talk aloud while they approach a task. From these narratives, one can identify the use of problem-solving strategies, short-cuts, access to various sources of information, and how the problem-solver weighs alternative solutions and selects one for implementation (Ericsson & Simon, 1993).

Steps in Problem Solving. The purpose of this module is to introduce a set of practices that will enable students to improve their ability to define and solve personal and family problems. Although there are many models for problem solving, most include at least six basic elements (Elias & Clabby, 1992; Soden, (1994):

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Developing a Sensitivity to the Problem. This phase assumes a complex problem or set of interconnected problems that need to be "sorted out," and requires some ability to isolate or enumerate the interconnected elements of the situation. One must learn to observe and accurately describe the features and characteristics of various aspects of the problem. Good problem solvers take an active role in identifying all the relevant information associated with a problem. They may ask themselves questions, make charts or diagrams, talk about the problem out loud, or create a mental picture of the situation in order to have as detailed a sense of what is involved as possible.

Defining the Problem. Once the full complexity of the problem is described, the next step is to define the actual nature of the problem. This can be likened to bringing order out of chaos. Personal and family problems often have some underlying dimensions that can be clarified by asking, "why is this happening?" Often, defining the problem requires the clarification of sub-problems, breaking the complex situation into smaller units that can be addressed strategically. Even if the entire problem cannot be solved at once, one can feel some progress in handling one segment of the problem and moving on to the next.

Collecting Information about the Problem. Skillful problem solvers draw upon a wide array of knowledge as they consider possible solutions. An essential feature of problem solving is the process of gathering information. This may involve talking to people to hear their points of view; reading about this kind of problem in books and journals; or discussing the problem with people who are considered experts or authorities. One must always resist the temptation to jump to a solution before all the facts are gathered. In addition, one must consider the credibility of the sources of information and try to avoid being unduly influenced by opinions that are not based in fact.

Producing Alternative Solutions. This phase of problem solving requires creative thinking and often, some risk taking. Problem solvers have to try to imagine or visualize the solution to the problem and then think about strategies that will lead to that solution. Often, this requires the production of a variety of possible strategies, some of which are practical while others are not. Brainstorming is often used during this phase – trying to generate a list of all possible strategies, rejecting none. Another approach is to think of analogous situations that have been solved in the past and review techniques that worked. If the situation is a new and unique one, novel strategies are required. This means breaking old habits, looking for new uses for familiar resources, and finding new relationships among elements in the situation.

Solution finding is often associated with generating original ideas. This may require gaining some distance from the problem, breaking sets and looking at the situation in a new, more objective light. Barriers to problem solving often arise at this point and include the following:

- The inability to see the problem from various perspectives.
- Functional fixedness: a tendency to see objects or resources as useful in only one way.

- Saturation: a failure to appreciate the unique aspects of things (people) with which we are familiar.
- A failure to use all sensory input: the use of sight, sound, or nonverbal information to solve a problem.

Choosing One Solution and Taking Action. Once several solutions have been generated, one must choose one for action. This is the implementation phase of problem solving. It requires some skill for anticipating the consequences of a strategy and evaluating those consequences before jumping ahead. This process involves consideration of the impact of the action on others as well as for oneself. Typically, personal and family problems touch upon matters of moral consideration, and social norms – not simply matters of personal preference or taste. In thinking about solutions, one often has to ask whether doing what is best for oneself will have unintended negative consequences for the well-being of others; or whether it is necessary to sacrifice one's own goals and needs in order to avoid hurting others. These issues may be particularly relevant for GRADS students as they wrestle with conflicts between their student role, their desire for a career, their desire to function as a competent and caring parent, and expectations to function as a daughter or son in their parent's household. One seeks solutions to personal and family problems that can enhance the well-being and optimal development of all those involved.

The action phase of problem solving may require choosing a solution that at first seems impossible or silly, since the strategy is new or untried. One must overcome the tendency to stick with familiar strategies that may not lead to a solution to the new problem. One must also overcome the tendency to jump to a solution because of frustration, taking actions that will have negative consequences or possibly make the matter worse.

Evaluating the Actions and Revising the Solution as Needed. In the problem-solving process, feedback from the consequences of actions can be used to revise the problem-solving strategy. At this phase in problem solving, one must evaluate whether the actions that were taken have led to an improvement or even a solution to the problem. This requires a return to earlier considerations of the desired outcome and some assessment about whether conditions are closer to the ideal than they were before the actions were taken. Good problem solvers make use of errors to modify or correct their strategies. They do not give up if one strategy fails, but use the information from the failure to rule out some alternatives and modify or produce others. Particularly in the areas of personal and family problems, the problems themselves probably did not develop in just a few days, and it should not be surprising if it takes some time to figure out how to solve them.

Characteristics of Good Problem Solvers. In addition to teaching the steps involved in personal and family problem solving, there are certain characteristics of good (effective) problem solvers that can be nurtured through student participation, teacher's encouragement, and student-to-student interactions (Whimbey & Lochhead, 1986). These characteristics include the following:

- A positive attitude that problems can be solved through careful analysis and persistence.

- A concern for accuracy, trying to make sure that they understand all the facts and relationships in a problem fully and accurately.
- A skill for breaking the problem into parts, starting with a section or segment they can understand and then taking on another section.
- An ability to resist leaping to a conclusion based on intuition without checking first to be sure it is a reasonable conclusion.
- A willingness to take an active role in the problem solving process, using many different strategies to find out more about the problem and possible solutions rather than allowing others to define the problem for them.

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Competency 0.2: **Apply the problem-solving process to personal and family problems for the well-being of self and others**

Learning Activities

Individual learning activities appear on right-facing pages; group activities appear on left-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. Select a game or manipulative to play in class (such as Jenga, dominoes, building blocks, jig saw puzzles, or lincoln logs). In pairs, identify the desired end or problem to be solved (for example, to win the game, solve the puzzle, or build a structure). As your partner works to achieve this goal, talk through the thought processes he or she is using (for example, what is being considered, what steps are being taken, what choices are available, what factors affect actions being taken, etc.). Record your partner's thought processes. As a class, share your findings about thought processes. Read **Problem Solving** (p. 90). Define any terms you do not know. Discuss the similarities and differences between playing the game or working with a manipulative and solving a practical problem.

b. Choose one of the problem-solving skills listed below and set up a learning center using the suggestions given on that handout. Ask your classmates to visit the learning centers to develop specific problem-solving skills.

(1) **Choices and Consequences for Parenting Problems** (p. 93)
(2) **Factual Information for Solving Parenting Problem** (p. 94)
(3) **Ethics in Parenting** (p. 95)
(4) **Providing Good Reasons for Parenting Choices** (p. 96)

Teacher Note: Learning centers can be teacher-designed or may have been designed by students previously in the program.

Unit 0: Process Competencies

Competency Builders:

0.2.1 Clarify personal and family issues
0.2.2 Identify adequate, reliable information and resources for solving personal and family problems
0.2.3 Create alternative choices for solving problems
0.2.4 Evaluate potential consequences of alternative choices
0.2.5 Use criteria and standards to make ethical decisions
0.2.6 Evaluate outcomes

Individual Learning Activities

a. Complete **My Life Questions** (p. 91) to identify practical problems you will face as a parent. Read **Parents as Problem Solvers** (p. 92) and identify the parenting problems on your list that reflect the characteristics of practical problems. Write or tape record a reaction to the statement, "Parenting problems are opportunities to learn and grow."

Processing Questions

- *How often do parents face problems?*
- *Who is responsible for solving these parenting problems?*
- *What circumstances might influence how a parent chooses to solve these problems?*
- *What skills do parents need to solve practical problems?*

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b. Use **Problem Solving** (p. 90) to identify the parts of the practical problem solving process. Use classroom resources to define words important in problem solving, such as those listed below. Explain the advantages and disadvantages of using these steps to resolve a practical problem.

(1) Problem
(2) Alternative
(3) Consequences
(4) Value
(5) Goal
(6) Ethical

Processing Questions

- *When should you use this problem-solving process?*
- *What would happen if any of the steps were omitted?*
- *If you follow this process, will you always make the best decision? Why or why not?*
- *Do these steps need to be done in order? Why or why not?*

Teacher Note: Novice problem solvers may begin by thinking of these steps in a particular order. More advanced problem solvers will find that they do not necessarily use the steps in a particular sequence.

Competency 0.2: Apply the problem-solving process to personal and family problems for the well-being of self and others *(continued)*

Group Learning Activities

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c. Working with a classmate, select a specific practical problem and use the practical problem-solving process to decide what is best to do. Use **Which Choice is Best?** (p. 97) to select the best alternative. Share your decision with the class and justify your choice. Assess your problem-solving skill using **Problem-Solving Assessment** (p. 98). Discuss how learning how to solve problems can help you in the leadership roles you play in your life. Plan a chapter event to celebrate your problem-solving skills.

Individual Learning Activities

Action Project

c. Use the practical problem-solving process to solve a problem you are currently facing as a parent. Use the **Problem-Solving Assessment** (p. 98) to assess your problem solving skill.

0.3: Relating to Others
Teacher Background Information

Teacher Background Information

Rationale

Human beings are social animals. Infants are born and raised in families and groups; many of their earliest instinctive behaviors have the adaptive function of helping them stay close and connected to their caregivers. From the first days of life, and continuously throughout life, a person's well-being depends on the capacity to engage in and sustain positive, supportive relationships with others. Yet, some people appear to have lower levels of social competence than others. Beginning in toddlerhood, some children have been observed to be withdrawn, overly aggressive, or a combination of withdrawn and aggressive. These characteristics are typically associated with peer rejection in the pre-school and early school years. Peer rejection is often associated with feelings of loneliness, low self-esteem, and, among the aggressive children, a perception that other children intend to harm them. Experiences of peer rejection in elementary school are frequently predictive of adjustment problems in adolescence and adulthood (Renshaw & Brown, 1993; Hymel et al., 1990; 1993).

Considerable attention has been given to the importance of developing effective interpersonal and group skills. These skills are related to the establishment and nurturance of friendships, formation and continuation of intimate relationships, membership in teams or clubs, success in school and work, sensitive and responsive parenting, and satisfaction in community participation (Aron & Aron, 1995).

Each person is at the center of an expanding radius of significant relationships. In infancy and early childhood, the number of these relationships is small, and the quality is intense. During middle childhood, adolescence, and adulthood the number of relationships expands and the relationships take on greater variety, depth, and intensity. At each stage of life, this network of relationships determines the demands that will be made on the person, the ways he or she will be taken care of, the ideas and opinions that are most likely to influence the person's thinking, and the ways the person defines himself or herself as part of one or more groups. Over the life span, individuals develop new capacities for understanding and participating in social interactions, and new goals for establishing relationships that will be meaningful and valued (Newman & Newman, 1995). The purpose of this module is to explore the significance of caring, respectful relationships, to identify skills that are important in establishing and sustaining positive relationships, and to practice strategies for enhancing those skills.

Background

The ability to form and sustain caring, respectful relationships encompasses a wide range of interpersonal or relationship skills. In order to identify the skills required for relating to others, it is necessary to understand the function of the relationship, the power or authority dynamic of the relationship, and its history (Burleson, 1995). Relationships vary based on the *functions* they serve. For example, most people have a variety of relationships with peers, some of whom are close friends, whereas others are casual acquaintances or associates. We expect validation, emotional support, and acceptance from close friends, but not necessarily from acquaintances. Some relationships, such as that of parent-child, include expectations for protection, safety, and emotional security; relationships with a teacher or supervisor may focus on sharing information, teaching skills, and evaluation. Business relationships involve the exercise of a certain professional or technical service or skill. Thus, the type of relationship and its primary function determine the skills necessary to make the relationship effective and valued.

The *power* or *authority dynamic* of the relationship refers to the ability of one person to exercise control or demand compliance from another. Usually, the source of power is related to the ability to control valued resources (Brehm & Kassin, 1996). The power dynamic can range from absolute power over the life and death of another person, as in a hostage situation or a concentration camp, to a completely egalitarian relationship where the individuals have equal access to resources, equal ability to make decisions, and equal influence over one another's behaviors.

Power in a relationship can be a result of legitimate status differences. For example a teacher has power over a student because the teacher has more knowledge, skill, and experience than the student. The teacher's legitimate role is to instruct and evaluate a student's performance and the student's role is to learn and improve. Power can be a result of the use of force to intimidate, punish, or restrain another person. Power can be a result of greater control over resources, so that one person can reward another or deny the other person access to needed resources. Power may result from a legal authority; for example, the state governments give parents certain authority to make decisions on behalf of their minor children. Finally, power in a relationship may result because one person gives over his or her decision-making role to the other, possibly in hopes of pleasing the other person, gaining valued resources, or because the other person is viewed as more capable of making the decisions. In relationships between men and women, the exercise of power or dominance on the part of women is often viewed as inappropriate and unattractive; the exercise of power and dominance by men is sometimes viewed as appropriate and attractive; sometimes viewed as overbearing and mean (Jensen-Campbell, 1995). The power dynamic of a relationship influences openness, compliance, punishment and reward, and resentment or resistance.

Relationships also have a *history*, from the early phase of acquaintance or initiation through subsequent periods of establishing trust, and forming deeper and more complex bonds. Different skills may be required for the initial period of relationship formation than for the demands that are required to move a relationship to new levels of intimacy or closeness. For example, in friendship formation, the first phase may involve being a good conversationalist, being positive and outgoing, and showing interest in the other person. However, as the friendship continues, the partners must have skills for resolving

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conflicts, disclosing personal aspirations and problems, and providing emotional support. The same skills that were necessary to get a friendship started will not be adequate for preserving the friendship over time. The same can be said of intimate relationships, marriages, and parent-child relationships. Over time, the relationship changes, and the participants develop. They will bring new expectations to the relationship and new skills will be required to meet those expectations.

The quality of one's relationships depends on the range of one's relationship skills. For example, a person who is good at "breaking the ice"and getting a conversation going may be very popular and have many casual friends. However, if that person has trouble disclosing personal information, handling conflict, or giving emotional support to others he or she may have few, if any, truly close friends.

Relationship Values. What are the qualities of a good relationship? The answer to this question depends, in part, on the function of the relationship and is influenced largely by cultural and subcultural norms about how people in different roles and statuses are expected to interact. Given these cautions about overgeneralizing, the following features of relationships tend to be perceived as important or valued:

Respect: Individuality and differences in points of view of the participants are accepted and valued.

Closeness: Participants in the relationship experience a sense of acceptance and/or warmth.

Mutuality: Participants in the relationship perceive that they benefit equally from the relationship, giving and receiving resources, helping and being helped, listening and talking, as appropriate.

Empowerment: Participants are free to express their opinions, have ideas and take action without fear of harsh punishment, domination, or intimidation.

Relationship Skills. Relationships are about interactions between two or more individuals. One cannot establish a relationship alone; it requires the response and collaboration of at least one other person. Friendship, rivalry, cooperation, and compliance are all characteristics of relationships that apply to all the parties involved, not to just one person. For this reason, relationship skills focus on how individuals identify with, interpret, and respond to others as well as how individuals effectively communicate their own needs and ideas. The relationship skills that are discussed in this module are Listening, Perspective-taking, Communicating, Asserting, Supporting, Disclosing, and Resolving Conflict (Egan, 1994; Cartledge & Milburn, 1995). Other relationship skills more closely linked to leadership, such as cooperating, negotiating, and building consensus are discussed in this unit.

Listening. Relating to others begins by carefully listening and observing another person's communications. If you want to understand another person, you have to be psychologically available, conveying through eye contact, facial expressions, and body language that you are paying close attention to what they are saying. By observing a person's facial expressions, body posture, and tone of voice, as well as by listening to the content of his or her verbal expressions, you can gain a detailed understanding of the person's emotional state, the situation they are in, and the conflicts they may be having or the needs they are trying to meet. Careful listening, sometimes called listening with the third ear, allows you to use all the information available to connect with the other person. Being a good listener is a highly valued quality in many different kinds of relationships. By being an attentive listener, you convey concern and caring, respect and validation of the other person and the situation they are facing (Egan, 1994).

Perspective Taking. Perspective taking refers to a person's ability to consider a situation from the point of view of another person. This faculty requires a recognition that someone else's point of view may differ from your own. It also requires the ability to analyze the factors that may account for these differences. Typically, in adolescence, young people become very preoccupied with their own point of view. This egocentrism, as it is called, stands in the way of relating to others. They tend to think that everyone else is observing them, judging them, and criticizing them. They may also think that no one else has ever experienced the same kinds of stressors, worries, or conflicts that they are experiencing. These preoccupations limit their capacity for perspective taking. Adolescents have a hard time looking at a situation from someone else's viewpoint. They often do not realize that they can turn to others for help and that other people will support and understand them, not judge and criticize them.

Communicating. The quality of face-to-face relationships rests heavily upon communication skills, especially verbal expression and nonverbal cues including tone of voice, use of facial expressions, body posture, and gestures to convey meaning. Although most human beings have some communication competence, communication skills can be developed and nurtured. The most common techniques for enhancing communication skills include opportunities for observing effective communication strategies, imitating and rehearsing these strategies, and receiving feedback from others about the effectiveness of one's communication. The goal of this kind of learning is to become more effective in conveying one's meaning to others in ways that are socially acceptable and mutually beneficial.

The development of communication skills can focus on building upon strengths or compensating for deficits (Forman, 1993). For example, some young people are very comfortable with face-to-face conversation. They enjoy talking with others, joking, and sharing experiences. For these students, advanced communication skills might focus on more demanding situations like handling a complaint from a customer, trying to clarify a confusing communication, or standing up for yourself when you have been wrongly accused. At the other end of the continuum, some students are very withdrawn. They have trouble speaking up in any type of group situation, they rarely participate in class, and they appear to be anxious or confused when they do speak. For these students, beginning communication skills might focus on asking a question, giving a compliment to someone, introducing themselves to others, or introducing a third person to a friend.

Of course, relating to others may require written as well as verbal skills. Taking an accurate telephone message, writing a letter, sending good wishes on a birthday or a happy occasion, writing a thank-you note, and writing a letter of introduction when applying for a job are all examples of relatively simple written communications that can be important in initiating or sustaining a relationship.

Written communications can be a very treasured part of a close relationship, partly because they have become so rare, and partly because they often convey private sentiments that are difficult to express in face-to-face conversation. They can be read over and over again.

Asserting. One facet of communication that has received special attention is assertiveness, an ability to express one's views, stand up for one's best interests, and exercise one's rights without undue anxiety and without denying or violating the rights of others. Assertiveness is thought of as midway between passive behavior and aggressive, attacking behavior. Assertive behavior conveys self respect as well as respect for the others in a situation. Individuals develop strategies to resist complying with demands or expectations that are not in their best interest, such as peer pressure for drug use or unwanted sexual advances, in a way that is strong and controlled, not overly anxious, embarrassed or out of control (Forman, 1993).

Supporting. Whether at the initiation and acquaintance phase, or as the relationship moves to new levels of closeness, positive, supportive interactions help build confidence and trust. Supportive interactions can be minimal gestures such as a friendly smile, a positive greeting, or a compliment. These expressions let another person know you value him or her. Support can take the form of helpful actions, such as assisting in carrying out a difficult task, calling or visiting when someone is ill, or checking up to make sure someone is doing all right after a difficult experience. Support can also take the form of giving information and suggestions, comfort, approval, or even constructive criticism if it leads to a positive outcome. Caring relationships are characterized much more by support, positive interactions, and encouragement than by criticism, conflict, and negative interactions.

Disclosing. One way that relationships move to new levels of closeness is through mutual disclosure. The partners in the relationship tell each other about their thoughts, their past experiences, their worries, and their dreams and goals for the future. They may share aspects of their private lives that they have not told many other people; possibly no others. Disclosure can have both positive and negative consequences in a relationship. Usually, mutual disclosure increases the sense of empathy and mutual understanding in the relationship. When individuals tell each other their personal private thoughts, they make themselves vulnerable. Disclosure suggests that a person feels he or she can trust the other person with this private information, and expect emotional validation. Sometimes, however, disclosure reveals an aspect of the person that the other person cannot validate or does not approve of. This can lead to distancing or even a desire to end the relationship. Disclosures that take place too early in a relationship, or that are too extreme may frighten the other person rather than building a sense of closeness (Egan, 1994). Research on intimacy among men and women suggests that men are typically satisfied with the levels of disclosure in their relationships with women, whereas women are often dissatisfied with the levels of disclosure in their relationships with men, wishing that their male companions would reveal more about their private thoughts and feelings (Carli, 1989).

Managing Conflicts. All relationships encounter some form of conflict. In fact, relationships that encourage development must allow the expression of differences of point of view and differences of opinion (Holmbeck et al., 1995). Relationships that do not permit any expression of differences are typically viewed as uncomfortably restraining and may foster resentment. Positive relationships are characterized by strategies for resolving differences or, at least, preventing differences and conflicts from escalating. For example, in studies of marital relationships, couples who are satisfied with their marriages try to remain calm when they disagree and find ways of resolving the differences that are satisfactory to both partners. They may leave the conflict at stalemate, agreeing to disagree, rather than escalate to new levels of sarcasm, blaming, or insults (Halford et al., 1990).

Some of the skills associated with managing conflict include the following (Spraffin et al., 1993):

- Agreeing that conflict can serve a productive function in a relationship rather than trying to avoid all conflicts.
- Learning to recognize and acknowledge one's own feelings, needs, beliefs and values that may be contributing to the conflict.
- Learning to recognize and acknowledge the feelings, needs, beliefs, and values of others involved in the conflict.
- Developing skills for giving and receiving feedback about one's views and the views of others.
- Staying focused on the issue at hand rather than expanding the conflict to other related or unrelated differences that have been expressed in the past.
- Maintaining control over one's emotions so that flexible problem solving skills can be used to identify possible solutions.
- Making use of other resources, including seeking new information, asking advice from others, and asking for the assistance of a mediator or counselor in an effort to identify solutions.

A key to successful conflict management is continually to assert your desire for finding a resolution to the conflict. Often, you have to make the first move in offering a tension-reducing or cooperative step. This requires a degree of self-confidence and optimism. If the other parties to the conflict trust that first step, they are likely to respond in kind, leading the way to greater trust and the possibility of finding a solution.

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Learning Activities

Competency 0.3: Relate to others in positive, caring ways

Individual learning activities appear on right-facing pages; group activities appear on left-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. In small groups, use newsprint and markers to identify things parents do that show children they care about them. Use words or pictures to show the caring actions. On a second sheet of newsprint, identify things parents sometimes do that reflect uncaring behavior. Share your newsprint sheets with the class. Use classroom resources to determine the characteristics of a caring, respectful relationship. Explain how the caring actions you identified would support the development of a caring, respectful relationship.

Processing Questions

- *Why is it important to be a caring parent?*
- *Why is caring important to family relationships? To community relationships? To work relationships?*
- *What happens when parents are caring? Uncaring?*
- *What are the most important characteristics of a caring parent?*

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b. As a class, brainstorm a list of things you need to do to build good relationships as a parent. Compare your list with **Relationship Skills** (p. 99). Note similarities and differences between your lists. Discuss why each of these skills might be important when relating to others.

Unit 0: Process Competencies

Competency Builders:

0.3.1	Identify significance of caring, respectful relationships
0.3.2	Create strategies for relating to people of different ages, abilities, genders, and cultures
0.3.3	Apply communication skills
0.3.4	Use constructive approaches to expressing personal feelings, needs, and ideas
0.3.5	Manage conflict
0.3.6	Seek help in building stronger, more positive relationships

Individual Learning Activities

a. Write or tape-record a story about a time when someone showed they cared about you or that you cared about others. Reread or listen to your story and identify the things about that situation that showed caring behavior, such as those listed below. Use classroom resources to write a definition of *caring* and *respectful.*

(1) Responding to a person's needs
(2) Showing love and affection
(3) Listening
(4) Responding to a person's feelings
(5) Helping a person who needs help
(6) Spending time with a person
(7) Showing trust

Processing Questions

- *How does it feel to be cared about?*
- *How does it feel to show caring to someone else?*
- *What skills, values, and attitudes do you need to develop caring relationships with others?*
- *What would it be like if you were unable to experience caring relationships?*
- *What it would be like if your child were unable to experience caring relationships?*

b. Read **Relationship Skills** (p. 99). View two or three television programs (such as soap operas, situation comedies, and drama) and record examples of each of the different skills, paying particular attention to relationships between parents and children. Use the **Relating to Others Assessment** (p. 100) to determine whether the examples show well-developed relationship skills. Share your examples and your assessment ratings with your teacher.

Competency 0.3: Relate to others in positive, caring ways *(continued)*

Group Learning Activities

c. Divide into three groups. Choose one of the ways in which relationships differ listed below and read about that factor on **About Relationships** (p. 101). Create examples illustrating how relationships differ in this way. Divide into new groups so that you are in a group with two other classmates who studied the other two ways in which relationships differ. Take turns sharing your expert knowledge about your originally assigned topic. As a group, use newsprint and markers to create a chart showing the three ways relationships differ and providing examples of each. Each member of the group should sign the chart. Post the charts in the classroom.

   (1) Function
   (2) Power or authority
   (3) History

d. In pairs, complete **Communication Scenarios** (p. 103).

> **Teacher Note:** If appropriate, students may create and perform role-plays for the situations they describe on the handout. The **Relating to Others Assessment** (p. 100) may be used to evaluate how well students communicated their wants, needs, and limits in those situations.

Individual Learning Activities

c. Complete **Your Relationship Solar System** (p. 102). Read **About Relationships** (p. 101) and describe each of the relationships on your solar system based on its function, power or authority, and history.

Action Project

d. Design a bulletin board, exhibit, or display that illustrates the meaning of "A Caring Parent." Interview parents about the caring behaviors they use in developing relationships with their children. If possible, collect videotaped or photographed examples of parents discussing caring behavior and acting in caring ways with their children. Set up your exhibit or display in the school and ask students to react to the information. In your journal, reflect on how your observations or interviews have helped you think about your parenting role.

Teacher
Background
Information

0.4: Assuming a Leadership Role
Teacher Background Information

Rationale

Youth face many challenges created by communities in turmoil as they try to make the transition to adulthood. Violence on the streets and in schools, drug and alcohol abuse, child abuse and neglect, high rates of youth unemployment, and high rates of poverty among children pose challenges to the optimal development of millions of children and families. Young people must view themselves as becoming empowered to solve these problems rather than as victims. Involvement and empowerment are central to the formation of the next generation of leaders (Cummings et al., 1996). "Students will support what they help to create"(Koeninger, 1988, p. 41).

Leadership development is especially important for GRADS students. Leadership begins in the family, as parents model the process of shared decision making and children learn to participate in family problem solving. Family members discover ways to work together to achieve a shared vision of the future. The family environment is the first place where children discover that they can have a voice. Parents can create a family atmosphere in which the spirit of democracy comes alive through a careful balance of freedom and responsibility, respect for individuality and commitment to the welfare of others. GRADS students must learn to think of themselves as leaders. They must develop leadership skills to foster a democratic family environment, to make decisions for their own well-being, to become effective workers, and to have a positive impact on their communities.

Background

A Definition of Leadership. Most people can tell when they recognize leadership, but they probably cannot define it very precisely. Current views suggest that leadership is not a personality quality as much as it is a relationship among people. In a sense, it is one way of relating to others as discussed in Module 3. Woyach defines leadership as "*the process of helping a group shape a vision of its purpose and goals and of getting people, both inside and outside the group, to commit and recommit themselves to accomplishing that vision" (1991,* p. 7).

This definition embodies three basic assumptions. First, leadership is a relationship among people. One person alone cannot be a leader; leadership implies a group. What is more, simply because we give a person a title or a position of authority does not mean that others will perceive that person as a leader. A person is a leader as far as others accept that person's ideas and agree to focus their energy in a common direction

Secondly, leaders provide a sense of vision or direction. Typically leaders help groups articulate a common sense of purpose and make a commitment to pursue this purpose. Effective leaders help group members express their own individual visions, and then integrate these differing ideas. Finally, leaders have an impact on getting the group to work toward achieving its vision. It is not enough to have a shared vision. People must be motivated to take action and focus their time, energy, and other resources on accomplishing their goals. Leaders play a role in motivating and encouraging individuals, and helping people work together as teams or groups.

Building on this view of leadership, Woyach (1991) argues that leaders try to balance the good of the group with their own self-interest. They try to take into account the best interests of individuals, groups, and communities as they participate and lead. In this sense, groups may benefit from having many members who have leadership qualities. This should not result in constant competition for authority and recognition, but in tremendous energy produced as a result of combining the contributions and positive spirit of each participant.

A corollary of the definition of leadership offered here is that not everyone in a position of authority is a leader. Sometimes, people in the role of boss, supervisor, president, director, manager, parent, principal, mayor, governor, or chief of police may exercise authority to advance their own self interest. They may have little concern about establishing a shared vision or enabling members of a group to accomplish shared goals. One must learn to identify and resist the destructive influences of authority figures who exploit power for self-interest.

Leadership Styles. Leadership is a transactional process among members of a group. The leadership qualities that are required depend on the interaction between the *task* that needs to be accomplished and the skills, interests, and abilities of the *people* involved. Effective leaders do not always act the same way; they learn to evaluate the task that needs to be completed and the resources of the group members in deciding what role they can best serve in the situation. Four different leadership strategies have been described that match four different combinations of tasks and people (Clark & Clark, 1994; Fiedler, 1987):

The Leader Tells. The task is very important and quite clear. The people have little time, skill, or involvement. So the leader clarifies the task, gives each group member an assignment, and explains how it is to be done. Then each group member carries out his or her assignment. An example of this kind of leadership might involve a group that is organizing a ticket sale for a high school concert or distributing flyers to the community about an upcoming school levy.

The Leader Sells. The task is important, but it can only be completed with the involvement, interest, and energy of the group. The members of the group need to agree upon a common approach to the task and cooperate to achieve the goal. Under these conditions, leadership requires involving the group in putting forward ideas and suggestions about how to approach the task and then working to achieve a consensus. Leaders may have to help members sustain commitments or rededicate themselves to the task. A sample situation finds a group of students, such as the gospel choir, needing to raise funds so that they can travel to participate in regional or national competitions. Students must believe in the value of the trips, identify ways to raise money, and continue to work on fund-raising activities over several months in order to reach their goal.

The Leader Participates. Group members are very competent, but they need to work together and become involved in a shared task. The nature of the task is not clearly defined; a more important goal is for the group to find ways of relating to one another and arrive at a shared approach to the project. Leadership in this situation may include facilitating interaction, brainstorming, encouraging and supporting good ideas, offering one's own ideas, and, actively contributing to the group's work. At some point, leadership may require helping to make the transition from planning to action. An example of this type of situation occurs when students in a service club are trying to identify a community problem that they will focus on for the year. The members of the group have already committed themselves to give time and energy to service. However, they need to work together to select their project and decide how to use the group's resources to have an impact.

The Leader Delegates. The group members are very capable and do not require much inspiration or guidance to carry out the task. The task is important, but much of the problem solving has already been completed. Leadership in this situation may be very minimal, simply making sure everyone knows what her or his responsibility is, and perhaps giving some suggestions about logistics. An example would be reporting to the school board about a group project. Each member of the panel knows what segment of the report she or he is going to discuss and is highly motivated to make an effective presentation. The group leader may introduce the panel members, give an overview of the presentation, or express appreciation to the board for their interest.

As these four leadership styles suggest, leadership is a dynamic process (Hollander, 1985). The requirements of leadership may change as the group develops and members become more aware of others' abilities. As levels of trust and confidence among members increase, a group may take on more complex tasks and, therefore, draw upon new leadership skills. Groups may go through phases when everyone is overloaded and distracted. During those times, leaders are the people who help the group return to its mission and recommit to working together. At other times, the group members may understand their roles and tasks so clearly that the primary acts of leadership involve delegating responsibilities and clearing away obstacles to a group's success.

Leadership Skills. In a rapidly changing world characterized by diversity of cultures, expanding technologies, and exploding information, leadership increasingly requires a participatory, democratic process in which the ideas, opinions, and talents of many different people interact to solve important problems. The following leadership skills reflect seven of the most challenging and critical aspects of effective leadership in the modern world (Woyach, 1991). They are all areas in which education and training can have a beneficial impact (Dormody et al., 1993; Blanchard, 1996).

Envisioning. The skill of shaping and articulating the vision and goals of a group is called envisioning. This complex cognitive process involves helping group members give voice to their sense of purpose, creating a broader vision from the ideas of the individual members, and then helping to identify short and long-term goals that will achieve the broader vision. Envisioning usually involves identifying opportunities and challenge that are meaningful to the group and learning enough about them to begin to lay out feasible solutions. Having a clear purpose and a thoughtful plan for how to achieve one's goals are essential characteristics of effective groups.

Perspective Taking. The ability to take the point of view of other people was discussed in the Relating to Others section of this process skill unit. This skill, which can be fostered through role playing activities, group problem solving, and opportunities to interact with people who have different experiences, values, and life goals from your own, is essential to leadership. In families, people at different developmental levels have differing needs and goals; in schools, students come from different family and cultural backgrounds; in communities, citizens bring a variety of cultural, religious, economic, educational, and life-stage concerns. Leadership requires a capacity to think about each situation from many points of view, and to encourage group members to consider one another's views in any decision-making process. Effective groups are able to build solutions based on the integration of differing points of view.

Consensus Seeking. Groups need to be able to make decisions and act upon those decisions. The ideal arrangement is to have a consensus, that is, everyone agrees about how to handle a certain problem or what steps to take next. Leadership requires an appreciation for the value of consensus, and a capacity to help reach a consensus by involving the group members who are central to each decision. Sometimes, groups reach a consensus quickly and can move onto the next matter at hand. However, sometimes the group has to engage in consensus building. Leadership requires waiting patiently as different group members express their opinions, differ with one another, convince each other, and, eventually, mold an agreement.

Negotiating. Often groups encounter conflicts over goals, priorities, responsibilities, or the use of resources. They must make a decision, but the group cannot reach a consensus. Under those conditions, leadership requires skills in negotiation, a process in which parties who are in conflict may have to agree to give up something they want to gain something else they want. Leaders hope to help the parties who are in conflict find a "win-win" solution in which commitment to the broader goals of the group are still maintained. This may mean that the solution is not exactly what any of the conflicting parties had originally preferred. It may mean that the solution is agreeable to some, but another decision will be made on another issue that is more agreeable to others. In negotiation, leaders have to find out as much as possible about what people want, clarify the areas of conflict, build trust among disagreeing parties, and try to foster flexible thinking about acceptable solutions.

Creating Rewards. To sustain the energy and commitment needed to achieve group goals, leaders must be able to reward group members for their efforts and their successes. Rewards or incentives include recognition and praise from within the group, recognition from those outside the group who value the group's accomplishments, and material rewards such as prizes, gifts, bonuses, and special privileges. The skill of creating and administering rewards reflects a sensitivity to what people in the group value. Effective leadership requires ensuring that appropriate rewards go to the deserving people. It also involves techniques for rewarding individuals without creating a destructive sense of competitiveness among group members.

Creating an Image. Families, clubs, organizations, businesses, and communities rely on other individuals and organizations to meet their needs. In one way or another, groups must tell others about themselves. Sometimes we call this "public relations." We do not typically think that families need a PR consultant. However, families have to worry about their reputation in their communities and their ability to access resources from schools, banks, and local businesses to meet their needs. Most organizations have to rely on others for financial contributions, meeting space, announcing their meetings or events, and other resources. They may want to access the media to expand the visibility of the group or to gain recognition for their achievements. Thus, leadership skills include an ability to express the purpose and vision of the group to others outside the group and to convince others of the group's value, legitimacy, and credibility.

Building Advocacy and Coalitions. Once a group is known more widely and begins to compete for resources with other groups, it may encounter external obstacles that stand in the way of continued success. The following examples suggest two situations in which a group's future is threatened: 1) In a period of budgetary cutbacks, a student tutoring program has been identified for elimination even though students have found the program to be very successful. Students have to try to convince members of the school board to continue funding for the tutoring or raise funds for this activity from other sources.
2) An organization founded to educate the community about the problem of family violence is threatened by rumors of fraud and misuse of funds as they prepare to bring criminal charges against prominent members of the community. The organization has to identify members of the community who support its goals and will help fight these rumors.

In both examples, groups need to find support from outside to continue to function. Advocacy and coalition building help extend the potential impact of the group and protect it from threats to the group's resources and/or reputation. Leadership skills require building support for a group among individuals and groups in the community. This is a more active step than educating others about the group's value and the significance of its achievements. It involves collaborating and forming temporary alliances with others. This might include co-sponsoring events, making information about another group available to one's members, involving members from several groups in a large project, or publicly recognizing the achievements of other groups whose goals are complimentary to one's own. Leaders help broaden the base of support for their group by working effectively with others— openly supporting the activities of other groups, sharing resources, or joining forces to achieve common goals, in anticipation that these groups will reciprocate as the need arises.

Young people encounter a world that is rapidly changing, exceedingly diverse, highly technical, and increasingly interdependent. "Problems change quickly because the conditions that give rise to them change quickly." (Woyach, 1991, p. 21). At the same time, individuals are likely to feel alienated from their communities. Confronted with many competing demands for time and resources, people have less time to build close bonds of trust and caring with others. Many people are cynical about the possibility of having an impact on the problems facing them. As a result, the significance of enhancing leadership is more important today than ever before. Young people need to believe that they are integral members of their families, schools, and communities. Drawing upon their leadership skills, they can begin to envision the common destiny they share with others, and take actions to achieve meaningful goals.

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Competency 0.4: Assume leadership role as a responsible family member and citizen

Individual learning activities appear on right-facing pages; group activities appear on left-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. Invite a panel of people or interview people who have taken a leadership role in various types of groups. Develop a set of questions to ask that focus on the concept of leadership, such as those listed below. Following the presentation, develop a definition of *leadership* and compare your definition to the concepts described on **What is Leadership?** (p. 104). Define words on the handout that are unfamiliar to you and explain how those words relate to the concept of leadership.

(1) What does it mean to be a leader?
(2) Why is leadership important in the groups in which you have played a part?
(3) What do leaders do in each of these groups?
(4) What skills are needed to be an effective leader?
(5) What values does a person need to hold in order to be a good leader?
(6) How did you become a leader?
(7) How has what you have done in your leadership role affected others?

Processing Questions

- *Why is leadership important to families? Communities? Work settings?*
- *In what settings could you take on a leadership role at this time in your life? In the future?*
- *What skills do you possess that could help you assume leadership roles?*

b. View television shows and note any people you see in leadership roles. As a class, share your examples, describing the type of group involved and the goals the leader was trying to help the group attain. Develop a T-chart describing what good leadership looks like and sounds like. Read **Assessing My Leadership Skills** (p. 106) and compare your definition and characteristics of leadership with those on the assessment rubric.

Teacher Note: A T-chart is a chart with two columns used to describe a concept, in this case, leadership. The first column should include what leadership looks like and the second column should be what leadership sounds like.

Unit 0: Process Competencies

Competency Builders:

0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings
0.4.2 Evaluate societal conditions affecting personal, family, and community well-being
0.4.3 Describe visions and goals for family, community, and work life
0.4.4 Evaluate consequences of cooperative and uncooperative actions
0.4.5 Cooperate with others to achieve group goals
0.4.6 Use planning processes to establish and achieve individual and group goals

Individual Learning Activities

a. Read **Leadership Opportunities** (p. 105). Make a collage entitled "My Leadership Opportunities" that shows the different groups of people to which you belong. For each group represented on your collage, give an example of a goal for that group that you could help the group achieve as a leader.

b. Using a video camera or tape recorder, interview a leader in each of the groups you identified in your leadership opportunities collage. Identify quotes from each of your interviews to attach to your collage. Using words and pictures, develop a definition of *leadership* and add it to your collage. Read **Assessing My Leadership Skills** (p. 106) and compare your definition to the criteria on the assessment rubric.

Processing Questions

- *Why is it important to understand the concept of leadership?*
- *Why is it important to assess your leadership skills periodically?*
- *What are the consequences of good leadership for your family? Your work group? Your school groups? Your community?*

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Competency 0.4: **Assume leadership role as a responsible family member and citizen *(continued)***

Group Learning Activities

FHA/
HERO

c. Choose an issue about which school-age parents might take a leadership role, such as those listed below. Create a campaign to increase awareness about this issue or to influence policies or legislation. Distribute awareness literature and meet with or write to policy makers (principals, legislators, or community officials).

(1) Changing policies in your school to better meet the needs of GRADS students
(2) Increasing awareness and changing behavior with regard to a children's issue (Shaken baby syndrome, baby bottle tooth decay, school-age parenting, or homelessness)
(3) Taking action to influence policies affecting teen parents (public assistance, child care availability, career training, etc.)

d. In small groups, use newsprint and markers to draw a visual representation of the concept of *cooperation*. Your visual representation could include words or pictures. Post the various representations around the room and take a silent walk to examine them and note any similarities and differences. As a class, develop a definition for the word cooperation and post it in the classroom. Explain why cooperation is important to parents and children, to families, to workplaces, and to communities.

Processing Questions

- *What happens when people cooperate to achieve a common goal? What happens when people are uncooperative?*
- *Why are cooperative skills important to parents? Families? Schools? Communities?*
- *What cooperative skills do you possess? Which would you like to develop further?*
- *What are examples of situations in which cooperation is not the best action?*
- *How do you decide when to cooperate or not?*

FHA/
HERO

e. Organize your FHA/HERO chapter and set goals for your program of work for the year. Establish committees as needed. Read **FHA/HERO Planning Process** (p. 108). Use the steps to plan a class activity such as a seminar day, a speaker or panel for a particular topic to be discussed in class, or a chapter community service project. Explain how this process is important to know when taking a leadership role.

Individual Learning Activities

FHA/ HERO

c. Choose a community service project related to an issue or condition that is important to you. Keep a record of your service and reflect on your experience by writing or tape-recording a journal entry, using the following questions.

(1) How did your actions show leadership?
(2) How did your experience contribute to your being a better parent? A better community member? A better worker?
(3) What difference did your actions make in the lives of others?

d. Write or tape-record a story of a time when you were trying to cooperate with others to achieve a common goal. Reread or listen to your story and note examples of behaviors you consider to be part of good cooperation. Read **Cooperative Skills** (p. 107) and compare it to your experiences and idea of good cooperation. Collect examples of good cooperation involving parents and children and mount them on a poster. Examples might include newspaper or magazine articles, written summaries of television programs or literature, or entries from your journal.

Action Project

e. Read **FHA/HERO Planning Process** (p. 108). Use the process to complete a Leadership Plan for school, family, work, and/or community leadership roles you presently have. Set goals and establish activities related to your various leadership roles. Carry out your activities, assess your progress, and modify your plan as needed.

Action Projects

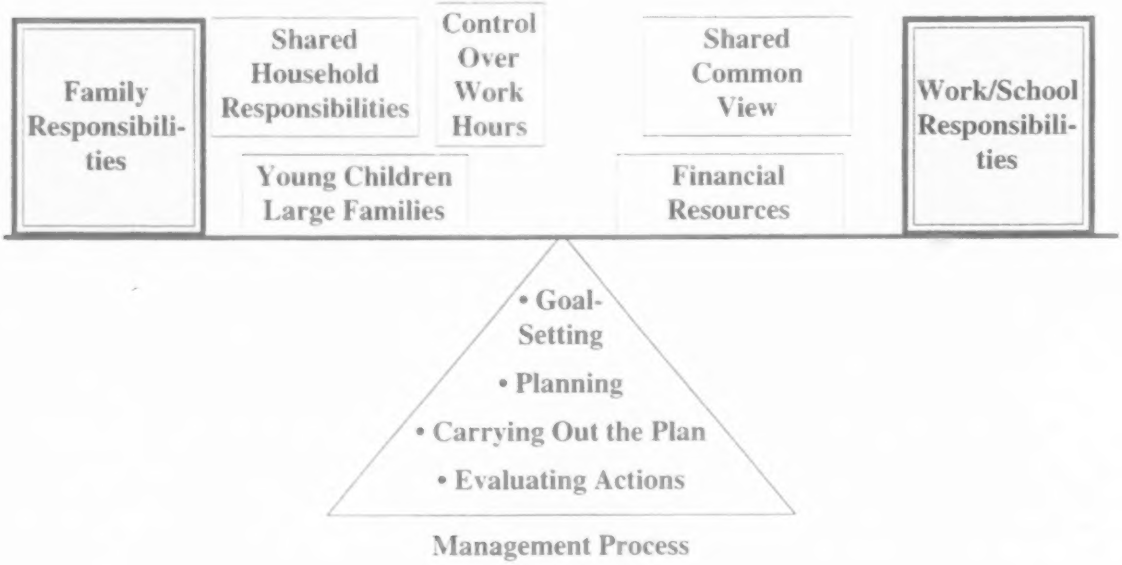
1. Choose one of your personal goals with regard to your work at home or at school and use the management process to achieve that goal. Keep a record of your plan and your progress. Assess your management skills and modify your plan as needed.

2. Use the practical problem-solving process to solve a problem you are currently facing as a parent. Take action on the problem according to your chosen solution. Note the results of your actions. Working with your teacher, assess your problem-solving skill.

3. Design a bulletin board, exhibit, or display that illustrates the meaning of "A Caring Parent." Interview parents about the caring behaviors they use in developing relationships with their children. If possible, collect videotaped or photographed examples of parents discussing caring behavior and acting in caring ways with their children. Set up your exhibit or display in the school and ask students to react to the information. In your journal, reflect on how your observations or interviews have helped you think about your parenting role.

4. Use the FHA/HERO planning process to complete a Leadership Plan for school, family, work, and/or community leadership roles you presently have. Set goals and establish activities related to your various leadership roles. Carry out your activities, evaluate your progress, and modify your plan as needed.

The Balancing Act


Family Responsibilities
Shared Household Responsibilities
Control Over Work Hours
Young Children Large Families
Shared Common View
Financial Resources
Work/School Responsibilities
• Goal-Setting
• Planning
• Carrying Out the Plan
• Evaluating Actions
Management Process

The scale above represents how various work and family responsibilities can be balanced with the management process. The ideas balanced in between these responsibilities on the scale represent specific strategies for balancing work and family.

When you think about your own personal balancing act, what responsibilities would you place on the family side of the scale?

What responsibilities would you place on the work/school side of the scale?

What balancing work and family strategies have you used? Which would like to use?

How will the management process help you balance all your responsibilities?

What is Management?

Management is a system for developing goals and using resources to get what you want in life. Using the management process is one way to get control over your life–your time, your money, your career, your living space. There are four basic steps in the management process.

Goal Setting

The goals you choose will depend on your needs, wants, values, and interests. You may have several goals that apply to different parts of your life. Some of these goals may be short-term, which you hope to achieve in a week or a month. Other goals may be long-term, which you hope to achieve in a year, a few years, or over a lifetime.

Planning

Planning means deciding how you will reach your goal. It means organizing your resources and getting a whole picture before you start to take action. You will need to look at all the resources you have, and maybe even think of some ways to substitute or increase some of your resources to develop a good plan of action.

Carrying Out Your Plan

A plan can look great on paper, but if it is not carried out, the goal won't be met. Actually carrying out your plan can involve a lot of hard work. Sometimes you have to revise your plan if things don't work out as you expected.

Evaluating Your Actions

Evaluating means looking at what you did to see what worked and what did not. When you evaluate, you learn how to do something better next time.

Parents as Managers

Juggling the many tasks associated with parenting requires skill in management. The purpose of management is to use resources to bring about results. Resources are those things parents can use to achieve their goals. Examples of resources include the following:

Personal resources:	knowledge, skills, values, self-esteem, creativity, time, energy, friends, and family
Environmental resources:	natural gas, water, air, plants, minerals, and oil
Material resources:	money, equipment, and supplies
Community resources:	businesses, industries, government agencies, and schools

All parents have resources. The management process involves deciding how to use these resources to reach goals. Read the situations on the following page and determine how each situation represents or does not represent an example of good management. Answer the questions below for each case study. Following your review of the situations, make a list of the characteristics of good management.

- *Which types of resources are most important in this situation? Least important? Why?*
- *What are the consequences of this situation?*
- *Would you make different management choices in the same situation? Why or why not?*

Parents as Managers *(continued)*

1. Juan is contributing to the financial support of his eight-month-old daughter, who lives with her mother. Juan has a part-time job and is attending high school. He contributes 50 percent of his take-home pay to his daughter's support. The mother of the baby tells him she needs more money, but Juan knows if he quits school and works full-time now he will be limiting his future financial possibilities. He negotiates with the family of the mother to accept what he can contribute now, knowing that he will contribute more once he graduates and is employed full-time.

2. Maria is in 11th grade and has an 18-month-old son. Her mother provided child care until three months ago, but Maria's mother needed to return to work at that time. Maria did not want to drop out of school, so she discussed her new need for child care and transportation with her GRADS teacher. The teacher gave Maria the names and addresses of three home care providers, whom Maria visited. She selected the one who met her criteria for a healthy environment for her son, and who also was on her route to school. In emergency situations, the other grandmother has agreed to care for Maria's son.

3. Desiree's baby is one month old. She feels overwhelmed with caring for her baby, keeping up with her school work, getting enough rest, spending time with her boyfriend, and doing her household chores. Desiree wants some time for herself and time to go out with her friends. She needs to return to school in two weeks, but has not begun to plan for child care for her baby. She has the Resource Notebook she developed in her GRADS class, but has never gotten around to calling any of the community resources or agencies to explore services available to her.

4. Jacquie has a two-year-old daughter. Jacquie dropped out of school two years ago, in the middle of her tenth grade year. When she turns 18 next month, her mother says she must move out. Jacquie's boyfriend Ronnie says they can live together, but she isn't sure she likes how Ronnie treats her daughter. Jacquie would like to get an apartment of her own. To live in safe, decent housing, she will need to have more money than she can get with her welfare benefits. Jacquie has applied for some jobs, but has been turned down, saying she needs at least a high school diploma. She wonders how she is going to be able to manage being a single parent and going to school and having a job. Jacquie wishes she had paid more attention when her GRADS teacher tried to help her learn about managing her different roles.

Process Skills for Effective Parenting

Effective parenting means fulfilling several roles and the responsibilities related to those roles. The process skills of the Work and Family Life Program represent four roles important to effective parenting.

✷ Parents as ***Managers***

Effective parents are able to manage a wide variety of resources to meet the needs of children. These include resources such as time, energy, money, and personal skills.

✷ Parents as ***Problem Solvers***

All parents confront problems related to raising children. Effective parents are able to resolve problems in ways that are best for themselves, their children, their families, and their communities.

✷ Parents as ***Nurturers***

Effective parents nurture children in caring ways. They use positive strategies to communicate feelings and thoughts and build caring, respectful relationships.

✷ Parents as ***Leaders***

Effective parents use leadership skills in families and communities to promote the well-being of others. Shared leadership can help family members work together to achieve common goals.

Process Skills for Effective Parenting: Reflection Sheet

Parents as Managers

Parents as Nurturers

Parents as Problem Solvers

Parents as Leaders

How Well Are You Managing?

Criteria	Indicators			Rating
	Secure (3)	**Developing (2)**	**Beginning (1)**	
Goal Setting	• Includes enough short-term goals to achieve long-term goals. • Relates goals clearly to needs, wants, and values. • Identifies goals that can be realistically accomplished.	• Includes enough short-term goals to achieve long-term goals. • Relates goals clearly to needs, wants, and values.	• Identifies short-term and long-term goals, but goals may not be realistic or consistent with needs, values, and wants.	____ x 10
Planning	• Lists and sequences steps to be taken in a logical order. • Includes all steps needed to carry out goals. • Identifies all possible resources needed to carry out plan.	• Lists and sequences steps to be taken in a logical order. • Identifies several resources needed to carry out plan.	• Lists steps to be taken to implement goals, but may not be in logical order.	____ x 10
Implementing	• Carries out plan, completing all steps necessary to achieve goal. • Accesses a wide variety of resources. • Adjusts plan to deal with unexpected situations.	• Carries out plan, completing all steps necessary to achieve goal. • Accesses several resources. • Has some difficulty adjusting plan to deal with unexpected situations.	• Carries out plan, but may not complete all steps necessary to achieve goal. • Fails to adjust plan to unexpected situations.	____ x 10
Evaluating	• Explains whether or not goal was achieved. • Reflects on how plan was carried out. • Considers what will be done the same and what will be done differently in the future.	• Explains whether or not goal was achieved. • Reflects on how plan was carried out; what went well and what didn't.	• Explains whether or not goal was achieved.	____ x 10

Comments:

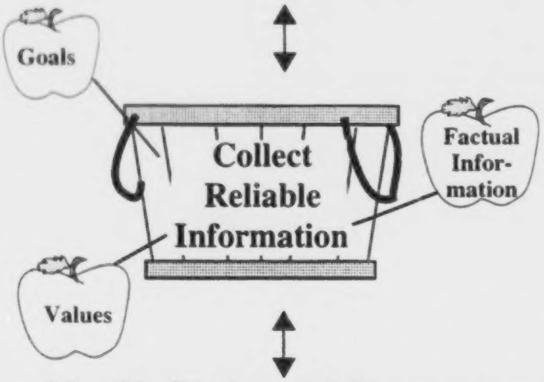
Total Points: ____________

Total Possible Points: ____120____

Problem Solving

Identify the Problem

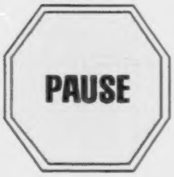
Explain the problem and your desired ends (what you want to happen when the problem is resolved). Explain the conditions surrounding the problem and how they might affect the solution.



Use a wide variety of information sources and check their reliability. Get enough information before making a choice about what to do.

Identify Choices and Consequences

Identify several choices and think about the short-term and long-term consequences of each choice for yourself and others.

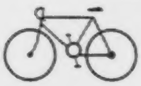


Select and Justify the Best Choice

Provide good reasons for your choice. Explain how the solution is workable, ethical, and will help reach the desired end. When deciding whether or not a decision is ethical, consider the following questions:

1. Does this choice have positive long-term consequences for you and others?
2. Would you be willing to change places with the person or people most affected by the choice?
3. Would this be the best choice to do in a similar situation?
4. Would there be positive results if everyone did things this way?
5. Will this choice contribute to the physical and psychological well-being of you? Your family? Your community?

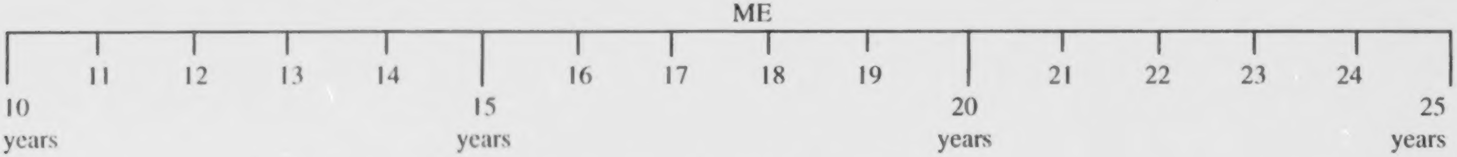
Take Action and Evaluate



Reflect on the effectiveness of your choice. Explain how your experience with this problem will affect your actions in the future.

My Life Questions

The time line below represents your age from 12 to 20 years. On the time line, indicate when your child was born and their ages at various points. On the lines beneath the time line write questions you have or will have at different ages. Include questions about each of the roles in your life, including parent, family member, student, and employee. For example, from ages 14 to 18 you will be faced with the question, "What should I do about graduating from high school?"



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Example: What should I do regarding
graduating from school?
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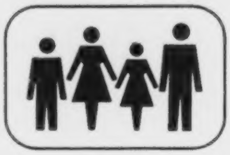
Parents as Problem Solvers



All parents face a variety of problems on a day-to-day basis. Learning how to deal with both the everyday problems of pregnancy and parenting as well as the crisis situations that create problems can help parents be more effective.

A problem is a situation in which something must be solved or worked out, and that involves selecting from possible solutions.

There are different kinds of problems. "How to" problems involve finding facts and information to figure out what to do. *Practical* problems are another type of problem that involves using both facts and values to decide on a plan of action.

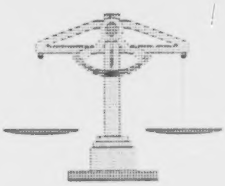
Some examples of practical parenting problems include

- What should I feed my child?
- How should I balance my work/school and parenting responsibilities?
- What should I do about selecting child care?

Practical problems have several important characteristics that make them different from "how to" problems. Practical problems

- involve conflicting values
- are complicated and messy to solve
- frequently have no one right solution
- have consequences for self and others
- involve the thoughts, feelings, values, and needs of others

Choices and Consequences for Parenting Problems



Information to Include in the Learning Center

Practical problems have many possible solutions. These possible solutions are called choices or alternatives. When parents make a decision, it is good to consider as many choices as possible, including the alternative of doing nothing about the problem.

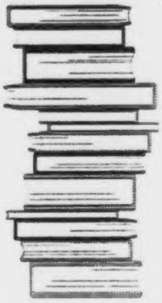
Each possible alternative, if selected, would result in consequences. Imagining what will happen if the parents act on possible choices can help them predict whether or not that choice is best. The consequences imagined may or may not actually happen, but imagining consequences will help a parent select the best choice.

Since practical parenting problems affect all family members as well as others outside the family, it is important to consider the consequences of alternatives for everyone involved. In addition, the short-term consequences (those that might happen immediately following the choice) and the long-term consequences (those that might happen a month, a year, or a number of years after the choice) may be different. Parents should consider both short-term and long-term consequences for each alternative to make the best choice.

Learning Center Activity

1. Provide an example of a practical parenting problem. Ask students to make a choices-and-consequences chart for that problem. Place possible choices in one column, and short-term consequences, long-term consequences, and consequences for others, in remaining columns. Ask them to consider all family members as they identify consequences. Post sample choices-and-consequences charts in the learning center.

Factual Information for Solving Parenting Problems



Information to Include in the Learning Center

Solving practical parenting problems involves using both value information and factual information. There are many sources of information, such as

- *Advice from Others:* friends, other family members, teachers, experts
- *Media Sources:* television, radio, videotapes
- *Publications:* newspapers, magazines
- *Personal observation or experience*
- *Government or community agencies:* mental health organizations, support groups, hospital wellness programs

Using factual information when solving practical problems can help parents make choices that are best for their children, themselves, other family members, and society.

Seeking information for problem solving involves evaluating whether the information is reliable and relevant to the situation. When seeking value information, parents need good listening skills and the ability to question others to determine the value perspectives behind the information. When seeking advice from others, it is important to consider their values, how those values influence the advice given, and how those values compare with those of the parents solving the problem.

How do parents know when information is reliable? The questions below can help in evaluating sources of information.

(1) Does the author or source of information have appropriate credentials?
(2) Does the author or source of information reflect a bias? If so, what are the consequences of this bias?
(3) Is the information up-to-date?
(4) Is the information presented in a logical way and supported by reputable and extensive research?

Learning Center Activities

1. Display reliable and unreliable sources of information for solving practical parenting problems. Ask students to evaluate each source, using the criteria described above.

2. Provide several examples of practical parenting problems. Ask students to select a problem and identify possible sources of information for solving that problem.

Ethics in Parenting

Information to Include in the Learning Center

The word *ethics* is defined as the moral principles or values governing an individual or group. Many professions such as law and medicine have codes of ethics. The principles set forth in these codes of ethics help professionals make choices that will be best for everyone involved.

Since the choices parents make about practical problems involve more than one person, it is important that they consider what is ethical when deciding which choice is best. For instance, a parent who is deciding whether or not to take a job offer in another city might not only consider the impact of his choice on his own career, but might also consider the impact on his children, spouse, and other family members. Considering the impact of his decision on others will help him make a more ethical decision.

Universal values are those values that transcend culture, time, and religions to establish standards for ethical conduct. These values form the basis of many of our laws and regulations as a society. Examples of universal values are found on **Universal Values** (p. 151). These values can be used as guidelines for making ethical choices.

When deciding whether or not a decision is ethical, the following questions can be used for reflection:
1. Does this choice have positive long-term consequences for you and others?
2. Would you be willing to change places with the person or people most affected by the choice?
3. Would this be the best thing to do in a similar situation?
4. Would there be positive results if everyone did things this way?
5. Will this choice contribute to the physical and psychological well-being of you? Your family? Your group?

Learning Center Activities

1. For each of the universal values, create an example of a parenting behavior that illustrates that value. Explain how each is an example of ethical behavior.
2. View copies of codes of ethics from various professions, as well as copies of your school behavior guidelines or code of conduct. Compare these guidelines and determine how each represents the universal values.
3. Write a code of ethics for parents.

Providing Good Reasons for Parenting Choices

Information to Include in the Learning Center

Perhaps the most difficult part of solving practical parenting problems is deciding which choice is best. Reasoning well means that parents will be able to provide good reasons for their choice. What is a "good" reason when it comes to justifying a solution to a practical parenting problem? A "good" reason is

- relevant to the problem
- supported by relevant, reliable factual information
- ethical

Being able to provide good reasons to support solutions to practical parenting problems shows that parents have considered potential consequences, family goals and values, ethical criteria, and adequate, reliable information.

Reasoning errors can divert attention from the real issue and result in reasons that don't support the answer to the question or issue. Examples of reasoning errors are

- *Using a word or phrase in two different ways resulting in unclear meanings*
- *Using a questionable source*
- *Attacking a person or a person's background*
- *Name-calling*
- *Using popularity arguments such as "Everyone does. . ."*
- *Providing only one or two choices*
- *Oversimplifying*
- *Confusing the real issue*
- *Confusing "What should be" with "What is"*
- *Using questionable statistics*

Learning Center Activity

1. Observe a videotape illustrating a parents' action taken with regard to a parenting problem. Identify the solution selected by the parent. Write the reasons they might have used to justify that choice and explain whether or not you believe their reasons to be good reasons.

Which Choice is Best?

When parents solve problems, they make choices about what should be done. How do they know which choice is best? Use the chart below to test which choice might be the best. In the space below, write three choices related to a problem you are facing. Then complete the chart for each choice.

Choice A:	**Choice B:**	**Choice C:**

CRITERIA	**Choice A**		**Choice B**		**Choice C**		**Justification of Response**
	YES	NO	YES	NO	YES	NO	
A. Does this choice reflect the criteria you have established for solving this problem? Desired ends? Values of self and others?							
B. Is this choice based on adequate, reliable information?							
C. Is this choice workable for the situation?							
D. Is this choice ethical? 1. Does this choice have positive long-term consequences for you and others?							
2. Would you be willing to change places with the person or people most affected by the choice?							
3. Would this be the best choice to do in a similar situation?							
4. Would there be positive results if everyone did things this way?							
5. Will this choice contribute to the overall well-being of you? Your family? The community? Society?							

Select a choice and list three reasons why that choice would be best.

1.

2.

3.

Problem-Solving Assessment

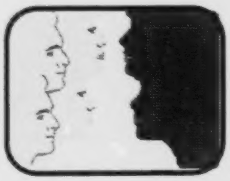
Criteria	Indicators			Rating
	Secure (3)	**Developing (2)**	**Beginning (1)**	
Defining the Problem	• Identifies problem to be solved. • Identifies desired ends (what should happen when the problem is resolved). • Explains the conditions surrounding the problem and how they might affect the solution.	• Identifies problem to be solved. • Identifies desired ends (what should happen when the problem is resolved).	• Identifies problem to be solved.	____ x 10
Collecting Information about the Problem	• Uses several sources of information, including both factual and value information. • Determines reliability of information. • Gets enough information before making a choice about what to do.	• Uses several sources of information, including both factual and value information. • Checks information for reliability.	• Uses several sources of information, but may not check for reliability.	____ x 10
Analyzing Choices and Consequences	• Identifies several choices. • Identifies consequences for self and others. • Identifies short-term and long-term consequences for each choice.	• Considers at least two choices. • Identifies consequences of each choice for self. • Considers short-term consequences of each choice.	• Identifies only one or two choices, but does not consider consequences.	____ x 10
Selecting and Justifying a Choice	• Selects a choice and explains how it will help reach the desired end. • Describes how the choice is ethical and workable for the situation.	• Selects a choice and explains why it was chosen. • Describes how the choice will help reach the desired end.	• Selects a choice.	____ x 10
Implementing and Evaluating the Choice	• Carries out the choice. • Reflects on the effectiveness of the choice. • Explains how the experience will affect actions in the future.	• Carries out the choice. • Reflects on the effectiveness of the choice.	• Carries out the choice.	____ x 10

Comments:

Total Points: ____________

Total Possible Points: ____150____

Relationship Skills



To build caring, respectful relationships, people need to know how to identify with, interpret, and respond to others as well as how to effectively communicate their own needs and ideas. The following skills are important to these types of relationships.

Listening.	Showing that you are paying attention through eye contact, facial expressions, and body language. Observing a person's facial expression, body posture, and tone of voice. Hearing the content of a verbal message.
Perspective taking.	Considering a situation from another's point of view. Recognizing when someone else's view of different from your own. Analyzing factors that may account for these differences.
Communicating.	Using tone of voice, facial expressions, body posture, gestures and verbal message to convey meaning.
Asserting.	An ability to express one's views, stand up for one's best interests, and exercise one's rights without denying or violating the rights of others.
Supporting.	Gestures such as a smile, positive greeting, or a compliment that let other people know they are valued. These help build confidence and trust. Support can also be helpful actions or giving information and suggestions.
Disclosing.	Telling others about thoughts, past experiences, worries, dreams and goals for the future. Knowing when the relationship is ready for this type of mutual understanding.
Managing conflicts.	The ability to resolve differences, or at least prevent them from escalating.

Relating to Others Assessment

Criteria	Indicators			Rating
	Secure (3)	**Developing (2)**	**Beginning (1)**	
Listening	• Listens quietly with good eye contact, showing interest nonverbally. • Asks questions to clarify what the speaker is saying. • Regularly shares, in own words, an understanding of what the speaker is saying.	• Listens quietly without interrupting. • Makes eye contact and shows interest nonverbally. • Asks questions to clarify what the speaker is saying.	• Listens quietly without interrupting. • Makes eye contact and shows interest nonverbally.	___ x 10
Sensitivity to Others	• Shows insight into individual differences and adjusts communication. • Encourages respect for differences of others.	• Communicates with those who have different feelings, knowledge, and abilities. • Encourages respect for individual differences.	• Has difficulty adjusting communications for people who have different feelings, knowledge, and abilities. • Does not encourage respect for individual differences.	___ x 10
Communication of Ideas, Feelings, and Needs	• Speaks clearly. • Explains ideas, feelings, and needs to help others understand. • Matches verbal message with appropriate nonverbal communication.	• Speaks clearly. • Explains ideas, feelings, and needs to help others understand.	• Speaks clearly, but ideas, feelings, and needs may be unorganized or incomplete and difficult to understand.	___ x 10

Comments:

Total Points: ____________

Total Possible Points: ___90___

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About Relationships

People experience a wide range of interpersonal relationships in their lives. These relationships differ in several ways. Knowing how relationships differ can help you know which relationship skills to use and how to use them.

Relationships differ in . . .

Function

Different types of relationships have different purposes. Emotional support and acceptance are important to close friendships, but are not something you would expect from an acquaintance. Parent-child relationships include expectations for protection, safety, and emotional security. Business relationships involve providing a certain professional service or skill.

Power or Authority

Relationships differ in the ability of one person to exercise control or demand compliance from another. This can range from having complete power over another person to having an equal power. Power can be a result of legal authority. For example, teachers have the authority to instruct students and to evaluate their performance.

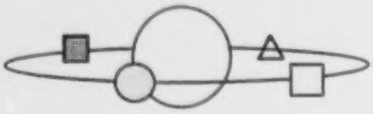
History

Over time, relationships change, and so do the skills needed to maintain them. New friendships require different skills than do close or intimate relationships. For example the first phase of friendship might involve being able to carry on a conversation and showing interest in the others person. But as the relationship continues, friends must be able to resolve conflict and provide emotional support.

Your Relationship Solar System

Create your own personal solar system of relationships. Using newsprint and markers, begin with yourself as the center. Draw circles around the center one that get bigger and bigger. Label each circle with the following categories:

First years (1-5)
School years (6-12)
Adolescence (13-19)
Young adult (20-35)
Middle years (35-60)
Golden years (over 60)



Within each circle, identify the individuals with whom you have relationships. Some will continue throughout life; others will end sooner. New people enter your life at different ages. Use a code to indicate key functions of the relationship:

Blue: Sharing
Orange: Learning
Yellow: Support
Green: Acceptance
Add other colors to describe other functions if you like.

Use symbols to indicate power dynamics of relationships, such as:

"=" for shared power
Triangle for power over you
Square for power over others

Some people on the chart will have more than one symbol. For example, a mother may have different colors for support, learning, and a symbol for power over.

Around your solar system, draw stars and label them with your values.

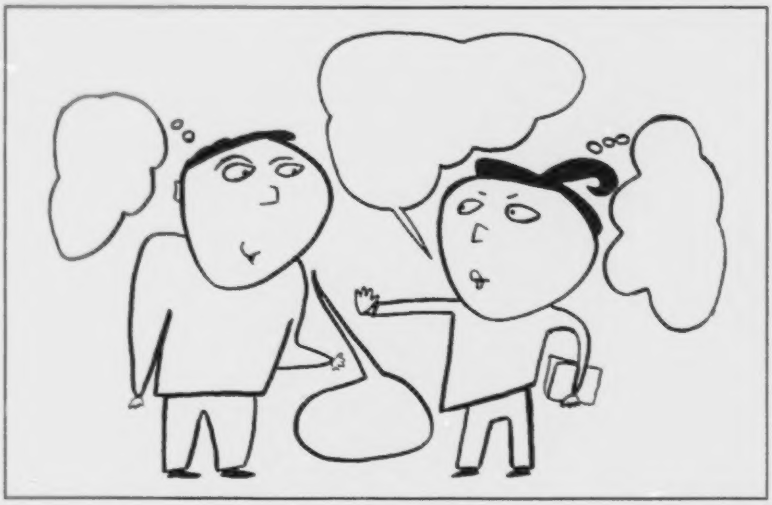
Draw seven rockets to represent each type of relationship skill. Write the name of the skill on each rocket and describe it in your own words.

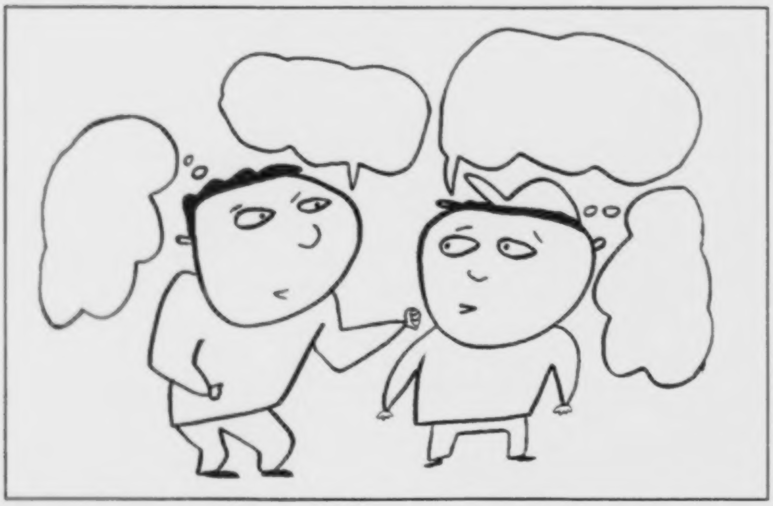
Share your solar system with your teacher and discuss patterns you see.

A person's well-being depends on the capacity to engage in and sustain positive, supportive relationships with others.

Communication Scenarios

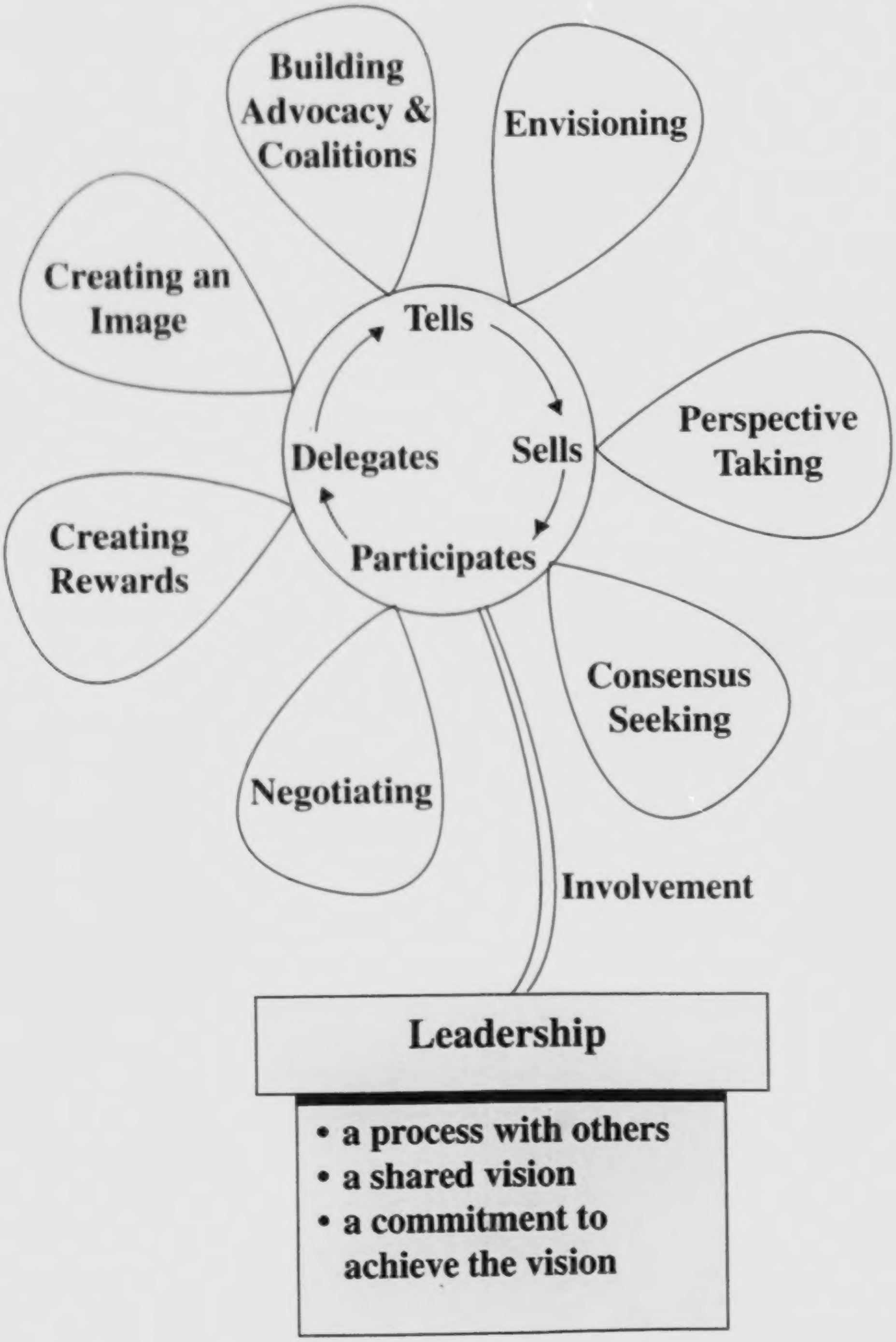
Look at the cartoons below and create two different communication situations that could be happening in the pictures. Write the thoughts of each character in the "thinking bubbles" and their spoken words in the "speaking bubbles." Use additional space as needed.





Source: *Plain Talker*, January, 1997. Published by Plain Talk-Seattle. Illustration © 1997, Dominic Cappello.

What is Leadership?


Building Advocacy & Coalitions
Envisioning
Creating an Image
Tells
Sells
Participates
Delegates
Perspective Taking
Creating Rewards
Consensus Seeking
Negotiating
Involvement

Leadership

- a process with others
- a shared vision
- a commitment to achieve the vision

Leadership Opportunities

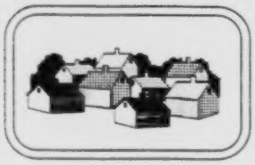
Leadership is the process of helping a group shape a vision of its purpose and goals and of getting people, both inside and outside the group, to commit and recommit themselves to accomplishing that vision. Leaders, in other words, are people who help others work together to achieve a common goal.

Leaders are needed in all types of groups . . .

Families need leaders who. . .

will make sure that all family members have their needs met and are supported in their development. Leadership begins in the family, as parents model the process of shared decision-making and children learn to participate in family problem solving. The family is the first place where children discover that they can have a voice. Parents are often the leaders in families. They can create a family atmosphere in which there is a balance between freedom and responsibility and respect for individuality and the commitment to the well-being of others. Especially when children are young, it is important for parents to have a vision for the child's future and to take a leadership role in helping that vision become a reality.

Communities need leaders who. . .



can recognize the needs of the community and take action to meet those needs. Many community leaders see a specific need and work on a volunteer basis to mobilize others to implement ideas that will better the community. For example, Mothers Against Drunk Drivers was initiated by a parent who recognized the need for greater awareness and action to put an end to drunk driving. The efforts of this one parent began first a community, then a state, and finally a national movement that has had an impact on the way people behave and has saved many lives.

Work groups need leaders who. . .

can shape the direction of the organization and motivate others to contribute to the success of the organization.

School groups need leaders who . . .

can help other students, school staff, and parents achieve a good education and develop their skills as productive citizens. A group of students could share a vision for better academic performance, and take action to realize that goal.

Assessing My Leadership Skills

Criteria	Indicators			Rating
	Secure (3)	**Developing (2)**	**Beginning (1)**	
Visioning	• Works with others in the group to establish a dream or goal for the group. • Uses that dream or goal to guide actions of self and group.	• Works with others in the group to establish a dream or goal for the group.	• Describes a dream or goal for the group.	___ x 10
Relating to Group Members	• Listens and empathizes with other group members. • Considers perspectives of others before taking action.	• Listens and empathizes with other group members.	• Listens to other group members.	___ x 10
Achieving Goals	• Involves everyone in the group in working toward a goal. • Encourages cooperation by involving everyone.	• Involves some group members in working toward a goal.	• Works individually toward a goal.	___ x 10
Using Multiple Leadership Strategies • Tells • Sells • Participates • Delegates	• Uses all leadership strategies and accurately matches the strategy to the group situation.	• Uses all leadership strategies, but has trouble matching the strategy to the situation.	• Uses one or two leadership strategies consistently.	___ x 10

Comments:

Total Points: ____________

Total Possible Points: ___120___

Cooperative Skills

Working Together as a Team

- Setting mutual goals
- Planning group activities and rewards
- Sharing materials, information, and assigned tasks
- Identifying and resolving problems
- Assisting in reaching group consensus

Using Positive Communication

- Summarizing information and ideas for others
- Encouraging others
- Listening to ideas, opinions, and feelings
- Asking questions to clarify understanding
- Giving feedback to others

Fulfilling Individual Responsibility to the Group

- Contributing ideas, opinions, and feelings
- Giving and receiving compliments
- Supporting and helping others
- Completing assigned tasks

Assessment and Reflection

- Giving feedback about group progress and results
- Analyzing outcomes
- Finding out if the goal was reached
- Determining strengths and areas for improvement in cooperative skills

FHA/HERO Planning Process

Identify Concerns
Check wish list
Choose top concern

Set Your Goal
Write it down

Form a Plan
Create detailed plan
Meet with advisor and/or evaluation team

Act
Carry out activities

Follow Up
Complete follow-up questions
Meet with advisor and/or evaluation team
Apply for state and national recognition

Unit 1:

Self-Formation

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on the assessment of personal development and an analysis of factors influencing development, such as self-esteem, personal goals, family environment, and stress management.

Teacher Background Information

The teacher background information reviews current literature on adolescent development and factors that support or constrain that development. **Page 110**

Learning Activities

The learning activities address five competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 1.1:	Assess personal development	**Page 118**
Competency 1.2:	Analyze factors contributing to the development of self within the family unit*	**Page 126**
Competency 1.3:	Analyze self-esteem and its effects	**Page 132**
Competency 1.4:	Develop a plan to achieve personal goals	**Page 136**
Competency 1.5:	Manage stressful situations	**Page 140**

*Expanded Competency

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and are referenced according to their related competency. **Page 146**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 147**

Teacher Background Information

Teacher
Background
Information

Rationale

Adolescence is a period of rapid change in physical, intellectual, emotional and social development. It is also a time of exposure to a more diverse social world, bringing new ideas, new challenges, and often, new risks. In comparison with younger children, adolescents have much more freedom from supervision and are frequently in situations where they have to make decisions that will affect not only their short-term but their long-range welfare. As parents, GRADS students are responsible for the safety and well-being of their children at the same time as they are facing new challenges in their own personal development. Many adolescents experience periods of doubt as they wonder if the changes they are going through are normal. By gaining awareness of these changes, giving names to these changes, and understanding the wide range of normal individual differences that exist, young people can reduce their anxiety and make better use of resources as they approach significant life choices.

Focusing on the topic of Self-Formation is especially relevant for high-school-age adolescents because they are old enough to take steps that can alter the course of their lives. They can develop their own analysis of how the experiences of adolescence relate to the child of their past and the adult of their future. They can learn strategies to enhance their strengths and to compensate for their weaknesses. They can evaluate information about certain lifestyle choices and make informed decisions related to health, use of leisure time, choice of friends, involvement with community organizations, and work and family goals. They can be empowered to build a vision of their own future in which their unique needs, wants, values, and talents are taken into account, and then they can devise strategies to achieve this future.

Background

Individual behavior is an integration of the physical, social, emotional, and intellectual domains, each of which undergoes significant change over the life course. In addition, behavior is a product of the impact of cultural expectations, social roles and relationships, and the historical period during which the life is lived. Human beings are highly skilled at adapting to their environment. As a result, they can learn to modify their behaviors in order to optimize their well-being and the well-being of others. Human beings are also deeply embedded in social relationships. At each life stage, the fate of an individual's development is intimately related to the quality of relationships of which he or she is a part. For a society as a whole, the lives of persons at different stages of development influence each other. If older people do not feel a sense of joy and value in their lives, it is hard for young people to have a sense of hope. If adults look only to meeting their own needs and not to helping meet the needs of others, the fate of children is at risk (Erikson, 1982). Thus, in trying to understand life at any particular age, it is important to understand how that stage of life is interconnected with those older and younger. In specific, the experiences of adolescence depend largely on the expectations of adults, the sense of responsibility adolescents feel for peers and younger children, and the hope or despair they sense about the opportunities that await them in adulthood (Newman & Newman, 1997).

Defining Adolescence. There is some controversy about how adolescence is defined in the human development literature. For our purposes, we define early adolescence as the period that begins at puberty and ends with the graduation from high school (roughly ages 12 to 18). This period is characterized by rapid physical changes, significant cognitive and emotional maturation, and a heightened sensitivity to peer relations (Newman & Newman, 1995). In some traditional cultures, the entire phase from puberty to adulthood is foreshortened because the path to adulthood is very straightforward. There are few choices to make and little training needed in order to enact adult roles. In modern, technological societies, there are so many paths from which to choose and so much education and training needed in order to function as an autonomous adult that the period of transition between childhood and adulthood has become increasingly long. Ironically, with advances in nutrition and medicine, puberty begins earlier than it did a century ago, and yet entry into the full range of adult roles begins later. So adolescence is a longer phase of life today than it has ever been in the past (Arnett & Taber, 1994).

By age 18, some adolescents are much more fully integrated into adult roles than others. Social transitions into marriage, parenting, and career roles can be significant markers of adult status. In addition, evidence of self-reliance such as financial independence from parents or living on one's own can serve as markers to self and others of one's adult status. Among GRADS students, some may appear to be abruptly pushed out of adolescence into adulthood as a result of early pregnancy and the loss of family support. Others may appear to be functioning as "typical" adolescents with their parents assuming most of their parental and financial responsibilities while they focus largely on academic and social roles (Enright, 1995).

Developmental Tasks of Adolescence. The major developmental tasks of early adolescence are described on **Development During Adolescence** (p. 148). They are divided into the domains of physical, intellectual, emotional, social, and moral. In fact, development in each one of these areas influences development in the others. For example, cognitive maturation, especially the ability to take the point of view of others and to think hypothetically about various situations, has implications for social relationships, especially building friendships and figuring out how to get other people to like you. Effective parenting relies heavily on cognitive skills, including being able to take the point of view of the child, flexible problem solving, anticipating a child's needs, and being able to think hypothetically about situations changing in the future.

Physical development, especially physical appearance, is related to popularity and increased concerns about peer acceptance and rejection. In addition, many life style decisions such as one's diet, amount of physical exercise, sexual activity, and the use of drugs can have significant impact on physical development during puberty. Social relationships, for example the opportunity to participate in a more diverse peer group, is related to promoting cognitive maturation, especially the ability to have a more relativistic view of ideas and the ability to think flexibly about another person's point of view. New levels of emotional intensity may make interpersonal relationships more difficult. Preoccupation with one's own thoughts and feelings, coupled with new feelings of depression, may lead to neglect of physical needs or withdrawal from social interaction.

Relationships Between Adolescents and Their Parents. Contrary to common myths, adolescence is not a period of dramatic emotional upheaval and rebellion for most young people. Typically, adolescents remain positively connected to their parents, hopeful about preparing for an occupation, and positively connected to basic democratic values. Yet, the period has its difficulties. Adolescence is characterized by new levels of conflict with parents, usually conflicts about behavioral issues like staying out too late, not studying enough, or spending too much money. The central family dynamic for adolescents is to achieve a healthy sense of individuation – an ability to experience one's own individuality, to express one's own ideas and preferences, while still experiencing a positive sense of connection to family members. The achievement of individuation is a gradual process in which parents have to be willing to permit adolescents to have a voice in family decision making, and to exercise autonomy in certain areas of daily life. At the same time, individuation typically occurs within a context of some limit-setting and appropriate expectations for responsible behavior. Family environments that are overly restrictive, overly permissive, or indifferent to an adolescent's ideas and opinions tend to restrict the development of self-esteem, and introduce sentiments of self-doubt or reactive aggressiveness (Holmbeck, Paikoff, & Brooks-Gunn, 1995).

Relationships with Peers. Adolescence is also characterized by new levels of sensitivity about peer acceptance and rejection. This usually means that young people are more concerned about what their peers think of them than what their teachers think about them. They may find themselves pressured into doing things that go against their own beliefs or against their parents' values. New levels of emotional intensity may lead to strong feelings of jealousy, anger, and love as well as to new experiences with feelings of depression and hopelessness. Adolescents can benefit from close relationships with peers who encourage and support them. They can also find these relationships restrictive and intimidating (Savin-Williams & Berndt, 1990).

In addition to learning how to cope with strong needs for peer approval, adolescents begin to have sexual fantasies and urges (Katchadourian, 1990). They have to learn how to express sexual feelings in their peer relationships without hurting or exploiting others and without embarrassing or hurting themselves. And as a product of their cognitive maturity, they may find themselves challenging the rules, standards, and values of home, school, and church, finding in each of these systems inconsistencies, hypocrisies, and flaws of logic.

The Social Context of Adolescent Experience. In addition to the normal developmental challenges of adolescence, our society adds certain roadblocks to development. Societal ambivalence about adolescent sexual behavior means that information about sex, intimacy, contraception, and childbearing is incomplete or inconsistent. Because of their fears of adolescent violence, adults are likely to treat young people with suspicion or rejection. At the same time, adolescents are a major target of violence. Homicide is the second leading cause of death among those 15 to 24 in the United States (U. S. Bureau of the Census, 1995).

Many adolescents say that they have few positive interactions with adults outside their family. Many adolescents have difficulty finding meaningful employment; others have negative work experiences. In many communities, adolescents who are looking for work become exploited by illegal businesses, especially drugs, theft, pornography, and prostitution. Products marketed to adolescent consumers, especially cosmetics, clothing, and records, emphasize a very stereotyped view of physical beauty, violence, risk-taking, and sex, creating an image of the ideal life that is in fact harmful to their well-being. The inability of adults in our society to resolve racial and ethnic hatreds or to put aside religious prejudices places each new generation of adolescents at risk for acting out their parents' hostilities.

Self-Esteem. Self-esteem refers to feelings about one's self-worth. Feelings of being loved, valued, admired, and successful contribute to a sense of personal worth. Feelings of being ignored, rejected, scorned, and inadequate contribute to a sense of worthlessness. According to Morris Rosenberg, one of the leading scholars who studies self-esteem, "a person with high self-esteem is fundamentally satisfied with the type of person he is, yet he may acknowledge his faults while hoping to overcome them" (1979, p. 3).

The precursors or antecedents of self-esteem are based largely on the quality of family relationships, experiences of connectedness, opportunities for success, and positive evaluative feedback from others. But self-esteem can also fluctuate as a result of life events. Over time, and especially over the course of adolescence, self-esteem appears to increase and become a stable aspect of personality that then serves a variety of critical functions in a person's orientation to new situations. Once stabilized, positive self-esteem appears to serve an important role in protecting the core of the self from the potentially damaging effects of negative life events and to encourage an optimistic, hopeful approach in the formation of relationships and the expansion of one's competencies (Harter, Stocker, & Robinson, 1996).

Positive self-esteem serves as a buffer against anxiety. Believing that you are a worthwhile person who is making reasonable progress toward your goals and who is living in harmony with your personal values provides a source of inner confidence and strength against the risks and uncertainties of life. A sense of purpose and a belief in a bright future permit many children to thrive despite severe adversity in their personal family life. For children whose families cannot provide this source of optimism, hope about the future comes from their relationships with teachers and other caring adults in the community.

Low self-esteem and related feelings of depression have been linked to vulnerability to negative peer pressure, drug and alcohol abuse, sexual promiscuity, peer violence, and poor school performance. One of the most significant correlates of low self-esteem appears to be a sense of hopelessness about the future. Young people who do not look ahead with eager anticipation are unable to form meaningful personal goals and are likely to give up easily in the face of difficulties.

Sometimes adolescents carry on as if they have no problems with self-esteem. They present themselves to adults and to their peers as though they are very "cool" and "together" and have no doubts about their self-worth. Some adults find this stance offensive, as if adolescents are too full of themselves or egotistical. As a teacher, you may encounter problems bringing this subject matter to a meaningful level of dialogue because adolescents are not willing to disclose the feelings of depression and discouragement they are having. This may be particularly true of students who present an angry, rebellious, or withdrawn facade in the class. Enhancing self-esteem can be approached by helping young people increase the quality of their relationships with others, thereby fostering positive experiences of connectedness. It can also be approached by helping young people build new areas of competence, and by identifying new talents and abilities that will serve as validation of their worth.

Contributing to One's Own Development. People contribute to their own development. These contributions can be in the direction of growth or in the direction of self-destruction. Once people understand some of the dimensions along which growth is likely to occur, they can take steps to build toward optimal development. For example, understanding that adolescence is a period of rapid physical development, students can undertake a program of eating habits, exercise, strength development, and rest that will contribute to their optimal physical development. This program needs to be based on a realistic understanding of each student's unique body build and not guided by some stereotyped images of ideal physique promoted by cosmetic companies or cigarette or beer commercials. What you do to enhance your body is based on an underlying feeling of worth, believing that you are a valuable person who is worth making your physical self as strong and healthy as possible.

The other side of this process is the self-destructive strategy. Rather than taking steps toward optimizing development, some adolescents move in the direction of hurting themselves. In the example of physical development, they may take on eating habits that actually hurt the body, sleep patterns that take away from healthy functioning, or lifestyle habits like excessive drinking, smoking, or drug use that may appear to make one more adult-like or relieve stress but are actually destructive to one's physical well-being. In extreme cases, the self-destructive path can lead to serious illness or suicide. These behaviors are a form of self-punishment often based on feelings of lack of self-worth. People who feel they are not acceptable, not worth caring about, are more likely to engage in these self-destructive behaviors.

The ideas of growth-promoting strategies and self-destructive strategies can be applied to each domain of development. They can be extended to behaviors that affect other members of the family, neighborhood, peer group, school, and community. A young person can interact in ways that will promote the well-being of others, build positive relationships, and try to enhance feelings of closeness. By being supportive, understanding, and responsive to the needs of others, your behavior enhances not only yourself but others. On the other hand, a young person can interact in ways that will be destructive to the well-being of others, creating feelings of mistrust and fear among family members, within a peer group, or in the community. By making undercutting remarks, acting in aggressive, threatening ways or by emphasizing negative outcomes, a young person creates a social atmosphere of rejection and interferes with the ability of the group to function effectively.

Some adolescents must cope with a hostile or devaluing social environment. Adolescents may find themselves victims of abuse by adults in their families; they may be targets of prejudice or ridicule by teachers or peers; they may be unfairly accused by a neighbor or a boss. In these situations, the young person needs to find the courage to remain committed to an idea of the self as worthwhile and to take steps to remain on a path toward growth. Certain basic strengths, especially hope, a strong sense of will, a belief in the future, and a sense of one's own competencies and talents are some of the personal resources that allow a young person to resist destructive forces, remain confident, and establish a course of positive personal growth (Bernard, 1992). In addition, having even one person who provides reassurance and emotional support can make an enormous contribution to a young person's ability to withstand the stressors of a harsh environment.

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Competency 1.1: Assess personal development

Learning Activities

Individual learning activities appear on right-facing pages; group activities appear on left-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. On the chalkboard, write the practical problem, "What should I do about understanding my personal development?" Read **Ways People Develop** (p. 147). Complete **Development During Adolescence** (p. 148). (1.1.1, 1.1.2)

Processing Questions
- *How do you feel about the changes in adolescence?*
- *Which changes were/will be easiest to cope with/adapt to? Hardest?*
- *How does your development affect you?*
- *How does your rapid development affect your baby? Your family?*
- *How does an understanding of adolescent development help you successfully become an adult?*

b. Design a large graffiti poster entitled "Adolescence is . . ." Write responses (one word or sentences) about what it's like to be an adolescent. Display the poster in the classroom and add to it throughout your study of adolescence. (1.1.1)

Unit 1: Self-Formation

Competency Builders:

1.1.1 Identify characteristics of adolescent development
1.1.2 Analyze social, emotional, and cognitive changes that occur during transition from adolescence to adulthood and their effects on the individual
1.1.3 Analyze physical changes that occur during transition from adolescence to adulthood and their effects on the individual
1.1.4 Assess the importance of values to adolescent development
1.1.5 Identify family, peer, and community influences on adolescent development
1.1.6 Identify characteristics of adult development
1.1.7 Develop a plan for maintaining personal growth and development while meeting parenting obligations

Individual Learning Activities

a. Read **Ways People Develop** (p. 147). Create one list of examples of ways you developed in each of the areas of development when you were a child. Make a second list of ways you are developing in each of these areas as an adolescent. Share your lists with your teacher. (1.1.1)

Processing Questions

- *What changes occur physically, mentally, emotionally, socially, and morally to an adolescent?*
- *How can you enhance your own development?*
- *How can others help you grow and develop?*
- *How can you enhance your child's development?*

b. **Family Involvement:** Make two lists. On one list write the **best** things about being an adolescent. On the second list write the **worst** things about being an adolescent. Beside each listed word or phrase label whether the item is physical, social, intellectual, emotional, or moral development, or a combination of these areas. Then interview your parent(s) about their experience as an adolescent. Write the best and worst things they remember about being an adolescent and compare it with your own list. Write or record a journal entry using the questions below. (1.1.1, 1.1.5)

(1) What are the similarities between your experiences?
(2) What are the differences between your experiences?
(3) What influenced your parent's(s') development as an adolescent (such as friends, family, community, work, media)?
(4) What is influencing your development as an adolescent (such as friends, family, community, work, media)?
(5) What are the similarities and differences between these influences?

Competency 1.1: Assess personal development *(continued)*

Group Learning Activities

c. In pairs, write or draw a situation in which you were with someone who was angry. Describe what you saw to indicate the person was angry (red in the face, clenched fists, glaring, eyes narrow, etc.). Share your description or drawing with the class. Make a chart showing emotions such as anger, sadness, happiness, and embarrassment and common body responses that an observer might notice. (1.1.1)

Processing Questions

- *Why is learning how to recognize your own emotions and the emotions of others an important part of your development?*
- *What are the consequences of knowing what you are feeling?*
- *What are the consequences of knowing what others are feeling?*
- *How does learning how to assess feelings enhance your development?*
- *Why is it important to respect others' emotions?*

d. Divide into cooperative learning groups of three. Assign each person in your group the task of interviewing an adult of a different age: one adult around 30-45; one around 45-60; and one over 70 years of age. Use the questions below to guide your interview. After the interviews, work in your cooperative group to compare and contrast answers from adults of different stages. Then share your findings with the class.

(1) What are the best and worst things your remember about being an adolescent?
(2) What was going on in the world that affected your life as an adolescent (national or local events, music, work, or school)?
(3) From your perspective as an adult, does being an adolescent today look easier or harder than it was when you were an adolescent? Why?
(4) How were pregnant or parenting teens treated then? What services were available to help them?

Individual Learning Activities

c. Working with your teacher, make a list of emotions such as anger, happiness, sadness, and embarrassment. Make a chart with these emotions and the way in which your body responds to each. For example, when you feel anger your body may respond with a burst of energy, crying, or feeling like you want to hide. Over a period of a few weeks, keep a record of situations, noting when you feel these emotions and the way in which your body responds. Share your record with your teacher and discuss how being aware of your emotions can enhance your development. (1.1.1)

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d. Complete **What are Values?** (p. 149). (1.1.4)

Processing Questions

- *Why are values important to you at this age?*
- *How do your values influence how you develop?*
- *Which values most often affect your actions as a parent and an adolescent?*
- *How do your values affect your child? Your family? Your friends? Your community?*

Competency 1.1: Assess personal development *(continued)*

Group Learning Activities

---

e. Write a variety of outside influences on adolescent development at the top of sheets of newsprint, such as those listed below. In small groups, select a sheet of newsprint and write words or draw pictures to describe how that factor influences your development as an adolescent. (1.1.5)

(1) Family
(2) Friends
(3) Community (religious community, school community, youth organizations, etc.)
(4) Physical environment
(5) Media
(6) Support systems (health care system, family service agencies, mental health system, etc.)

Processing Questions

- *Which of these influences have the biggest effect on you as an adolescent? The least effect?*
- *Which of these influences are positive? Negative?*
- *Which of these influences can you control? Not control?*
- *How much control do you have over each of these influences?*
- *How does being aware of these influences help as you are transitioning into an adult?*

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f. Write a definition for the word *value*. Share your definition with others in the class and write a common definition on the chalkboard. Compare your definition with a definition in a textbook of dictionary. Brainstorm a list of values. Then read **Universal Values** (p. 151). Individually, circle the three universal values that are most important to you. In pairs, share your choices and explain how those values impact your development as an adolescent. Share your responses with the class. (1.1.4)

Processing Questions

- *Do all values enhance your development? Why or why not?*
- *Where do people learn values?*
- *What viewpoints do others have regarding values?*

Individual Learning Activities

e. Read **Adult Development** (p. 150). Write or record a journal entry about your personal changes in the last three years and the changes that may occur this year. Imagine what changes will take place in the next three to five years. Draw a picture of what your life might look like five years from now.

Processing Questions

- *What changes occur physically, mentally, emotionally, socially, and morally to an adult?*
- *How do these compare to the changes you are making now as an adolescent?*
- *How will becoming an adult affect you? Your child? Your family?*

Action Project

f. Write a story about yourself as an adult and parent when your child begins school. Include things you hope you have accomplished: your goals, your dreams, and your plans for the future as well as a description of the important people in your life. Identify the internal and external resources you need to become the adult and effective parent in your story. Develop a plan to support your development toward adulthood and your child's development. Keep a journal, recording your progress. Adjust your plan as necessary. (1.1.2, 1.1.3, 1.1.7)

Competency 1.1: Assess personal development *(continued)*

Group Learning Activities

g. In small groups, cut out a life-size silhouette of a person and write or draw pictures on the silhouette to describe the characteristics of a mature adult and effective parent. Post your silhouette in the classroom and compare it to those developed by other groups. Make a list of things you can do as an adolescent and parent to become a mature adult and effective parent, such as those listed below. Individually, circle those you would be most likely to do. (1.1.2, 1.1.3, 1.1.6, 1.1.7)

(1) Setting and achieving goals
(2) Using sources of support (such as community resources)
(3) Increasing self-awareness
(4) Developing a healthy sense of self-worth
(5) Maintaining wellness (physical, emotional, social, mental, and spiritual health)
(6) Developing effective parenting skills

Processing Questions

- *What changes will occur as you become an adult?*
- *How will becoming an adult impact you? Your child? Your family? Your community? Your relationships with peers?*
- *What are the consequences of doing the things on your list? Not doing them?*

Individual Learning Activities

g. Create a personal visor. Cut out the **Personal Visor Pattern** (p. 152) from colored construction paper. Find pictures and words in magazines and newspapers that represent your acquired and inherited characteristics, talents, and skills. Cut them out and glue them on the visor brim. Fold tabs on the brim upward along the dotted lines. Glue brim tabs to the front band. Glue the front band to the side bands. Adjust bands to fit around your head and glue the ends together.

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Competency 1.2: **Analyze factors contributing to the development of self within the family unit***

Group Learning Activities

a. Working in small groups, fold a sheet of paper in half. On one side list things you do for your family. On the other side, list things your family does for you. Share your list with the class. Discuss why families are important. Read **Six Traits of Strong Families** (p. 153). Describe how your lists reflect these strengths. (1.2.1)

Processing Questions

- *What do healthy families do for family members?*
- *What would happen if you stopped doing all the things you do for your family?*
- *What would happen if your family stopped doing all the things they do for you?*
- *Where could you go if your family was unable to do the things you listed?*

b. List life events that affect the family, such as those listed below. On an index card, write a paragraph about an experience you had with one of these events. Put the index cards in a bag and mix them up. Select a card and identify how the life event might affect a family. (1.2.2)

(1) Marriage
(2) Birth of a baby
(3) Divorce
(4) Remarriage
(5) New siblings due to a blended family
(6) Grandparent moves in with family
(7) Death of family member
(8) Moving to a different location
(9) Job change/loss
(10) Family inherits $10,000

Processing Questions

- *What life events do you have control over?*
- *What life events do you NOT have control over?*
- *How do these life events affect parents in a family?*
- *How do these life events affect children in a family?*
- *How do these life events affect the decisions that parents make for themselves? For their children?*

Unit 1: Self-Formation

Competency Builders:

1.2.1 Identify characteristics of a healthy family*
1.2.2 Identify life events affecting families*
1.2.3 Identify common family traditions and cultural patterns*
1.2.4 Evaluate effects of family patterns on pregnant/parenting teens*

*Expanded Competencies

Individual Learning Activities

Action Project

a. Read **Six Traits of Strong Families** (p. 153). Identify examples of family behaviors that reflect each of the six strengths. Choose one of the six areas of family strengths, research the meaning of that area, and create an exhibit or a presentation on that family strength. Your exhibit or presentation might include videotapes of interviews with family members, art works, writings, case studies of families or reports to express your meaning of this family strength. With your teacher, determine the criteria for assessing your exhibit or presentation. Invite guests to class to view your exhibit or listen to your presentation. (1.2.1)

b. Identify an example of a major life event that had an impact on your family. Interview family members and tell the story in words, pictures, or on a time line. Imagine how your family would be different if they had not experienced that life event. (1.2.2)

Competency 1.2: Analyze factors contributing to the development of self within the family unit* *(continued)*

Group Learning Activities

c. Fill a paper bag with five things that remind you of your family. Share them with the class and explain why you selected each item. Use resources to define *family traditions* (Suggested definition: customs that are followed over time and may be passed from one generation to another). Review the items you have selected and explain how each might be related to a family tradition. (1.2.3)

Processing Questions
- *Why are family traditions important to families?*
- *How do you celebrate special occasions in your family, for example birthdays, holidays, or graduation?*
- *Which of these traditions would like to continue? Which would you like to change?*

d. In small groups, identify examples of family traditions (such as pizza on Friday night, seeing fireworks on the Fourth of July, or reading a book before bed each night). Compile your examples as a class and explain what these traditions have in common. Read **Suggestions for Enriching Families** (p. 155). In small groups, create a family tradition you would enjoy and share your idea with the class. (1.2.3)

Individual Learning Activities

Action Project

c. Read **Family Traditions** (p. 154). Research a holiday that has meaning to you and your family, such as Kwanzaa, Hanukkah, Three Kings Day, St. Lucia Day, or Christmas. Work with your teacher to determine the criteria you will use to assess family traditions. Design and carry out a new or different family tradition based on your research. Interview family members to see how they liked the new tradition. Make adjustments in your plan and think about how you will continue to make it part of your family traditions. (1.2.3)

d. **Family Involvement:** Complete **Precious Memories** (p. 156) or **My Family** (p. 157). Make a list of your family's traditions. Identify those you would like to keep and those you would like to change. On a calendar, chart your family's special events and significant days. Write an action plan to recognize these days and continue family traditions. (1.2.3)

Processing Questions
- *What are your feelings about these family traditions?*
- *What do these traditions mean to your family? To you?*
- *What impact have these traditions had on you? Your family?*
- *What traditions would you like to continue with your child?*
- *What new traditions would you like to participate in?*

Teacher Note: If a student's experience has been in a troubled family, the **Precious Memories** activity may need more teacher guidance. Some students may need help identifying positive family traditions. Also, it is important to recognize that experience in troubled families can have some positive outcomes. Emphasize that a troubled family situation can result in a student developing coping skills or assessment skills.

Competency 1.2: Analyze factors contributing to the development of self within the family unit* ***(continued)***

Group Learning Activities

e. Read the descriptions of living arrangements below and explain how the family situation would affect the pregnant or parenting teen in the situation. (1.2.4)

   (1) A teen father living with mother and siblings
   (2) A teen mother living semi-independently with adult supervision
   (3) A teen mother living with both parents
   (4) A young married couple living independently with their infant child
   (5) A teen mother and her boyfriend living in her mother's home

   Processing Questions
   - *Why do people need families?*
   - *Why do children need families?*
   - *Why do parents need families?*

Individual Learning Activities

e. Use resources to identify different types of family patterns, such as those listed below. Draw a picture of your present family and identify the family pattern that best describes it. Explain how that family pattern affects you as an adolescent and a parent. Choose different points in your life, draw pictures of your family patterns at those points, and describe the different family patterns in which you have been involved as a family member. (1.2.4)

(1) Single people
(2) Couples
(3) Nuclear families
(4) Single-parent families
(5) Blended families
(6) Extended families
(7) Adoptive families
(8) Legal guardians
(9) Foster families

Processing Questions

- *Did you ever experience one or more of these patterns at the same time?*
- *What did you learn about families from each type of pattern you experienced?*
- *How can experiencing different kinds of family patterns help you understand what family means in your life and how it influences you as an adolescent and as a parent?*

Learning Activities

Competency 1.3: Analyze self-esteem and its effects

Group Learning Activities

a. Using resources, define *self-esteem* (Suggested definition: appreciating one's own worth and having the character to be accountable and act responsibly). Make a list of the various factors that influence self-esteem, such as those listed below. (1.3.1)

(1) Beliefs and values about personal worth
(2) Inherited characteristics
(3) Family relationships
(4) Experiences
(5) Environmental factors
(6) Relationships with friends and others
(7) Culture

Processing Questions

- *What affects your self-esteem on a daily basis?*
- *What would the world be like if everyone had a positive self-esteem?*
- *How can you develop a healthy self-esteem?*
- *What things can you tell yourself to increase your self-esteem?*
- *What can you do to take responsibility for developing self-esteem?*

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b. Label three sheets of paper with each of the factors supporting positive self-esteem listed below. In small groups, choose one sheet and identify actions you could take that would contribute to positive self-esteem in that area. Share your list with the class and explain how each list contributes to positive self-esteem. (1.3.1)

(1) Having skills
(2) Feeling appreciated and valued
(3) Being responsible for yourself and others

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c. Ask chapter members to "bring themselves in a bag." Fill a bag with articles that describe your unique characteristics, skills, and personal resources. At a chapter meeting, take turns sharing the articles in your bag with other chapter members. Discuss the importance of knowing your own and others' unique characteristics.

Unit 1: Self-Formation

Competency Builders:

1.3.1 Identify factors that impact self-esteem
1.3.2 Assess the relationship between self-esteem and positive attitude
1.3.3 Assess the role that emotions play in how people accept responsibility
1.3.4 Assess factors that influence personal image

Individual Learning Activities

a. Use classroom resources to define *self-esteem* (Suggested definition: appreciating one's own worth and having the character to be accountable and act responsibly). Read **What Self-Esteem Means in Your Life** (p. 158). Write the descriptions for each level on individual index cards. Shuffle the cards, choose one from the pile, and identify whether it is an example of high, medium, or low self-esteem. (1.3.4)

Processing Questions
- *Why should you be aware of your self-esteem?*
- *What effect does your self-esteem have on you? Your child? Your family? Your friends? Your coworkers?*
- *In what ways do you have control over your self-esteem?*

b. Write or record a journal entry about a situation that had an effect on your self-esteem. Describe your attitude and emotions about the experience and how your attitude and emotions affected you. (1.3.2, 1.3.3)

Processing Questions
- *What affects your self-esteem?*
- *How does your self-esteem affect your attitude?*
- *How do your emotions have an impact on your self-esteem?*

c. Use a computer program or pre-printed bordered paper to create a fact sheet about you as a unique person. Interview others and reflect personally about your personal characteristics, skills, and resources. Then use colored pencils and pictures to repre-sent these in words or pictures on your fact sheet. Read several children's books about appreciating and valuing individual worth, such as those listed below. Talk with your teacher about the importance of knowing your personal characteristics, skills, and resources. (1.3.1, 1.3.2)

(1) *Leo the Late Bloomer* by Joe Aruego
(2) *Frederick* by Leo Lionni

Competency 1.3: Analyze self-esteem and its effects *(continued)*

Group Learning Activities

d. Using resources, define *affirmation*. Read **Affirmations for Family Members Throughout the Life Cycle** (p. 159-160). In small groups, choose two or three stages and explain why the affirmations are important to that particular age group. Identify ways to word the affirmations so that you feel comfortable using them. Choose an affirmation and create a skit that shows adolescent friends using an affirmation to support self-esteem. Share your skit with the class. (1.3.4)

Individual Learning Activities

Action Project

d. Develop an action plan to enhance your own self-esteem. Identify the significant people that help you feel positive about yourself. List activities that would help you build skills, feel appreciated, or take responsibility for self and others. Read **Self-Talk** (p. 161) and identify positive self-talk statements you could use as you implement your plan. On a monthly calendar, list specific activities and when you would like to do them. Implement the plan and keep a journal about your progress. Adjust your plan as necessary. (1.3.1, 1.3.4)

Competency 1.4: Develop a plan to achieve personal goals

Learning Activities

Group Learning Activities

a. On the chalkboard write the practical problem, "What should I do about setting personal goals?" Use classroom resources to define the word *goal*. Write each of the terms listed below around the practical problem on the chalkboard and define and give examples of each term. Discuss how each might influence personal goals. (1.4.2)

(1) Needs (See **One Step At a Time** (p. 162) to review human needs)
(2) Wants
(3) Values (See **What are Values?** (p. 149) and **Universal Values** (p. 151) to review examples of values)

Processing Questions

- *How do your wants, needs, and values affect your goals?*
- *How do the wants, needs, and values of others affect your goals?*
- *Why is it important to set goals?*
- *What would happen if no one set goals?*
- *How can you teach the benefits of goal setting to your child?*

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b. Complete **What Influences My Goals?** (p. 163). Share your responses with the class. (1.4.2)

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c. Read **How Can I Achieve My Goals?** (p. 165). Identify the difference between short-range goals and long-range goals. In pairs, evaluate the goals identified on **What Influences My Goals?** (p. 163) using the standards suggested on the handout. Then choose one of the goal examples and create short-range goals (monthly, weekly, and daily) that would help achieve that long-range goal. Share your responses with the class. (1.4.1, 1.4.3, 1.4.4)

Unit 1: Self-Formation

Competency Builders:

1.4.1 Differentiate between short- and long-range goals
1.4.2 Analyze the relationship among wants, needs, values, and goals
1.4.3 Establish short- and long-range personal goals
1.4.4 Set objectives for meeting established goals
1.4.5 Identify obstacles to meeting established goals
1.4.6 Develop strategies for addressing obstacles to meeting goals
1.4.7 Evaluate goal achievement
1.4.8 Review/update goals

Individual Learning Activities

a. Write a journal entry about your dreams and aspirations for the future. Imagine you could accomplish anything you want in life. On a piece of drawing paper, draw a line across the paper. On the left end of the line write your date of birth, then at the other end write the age you will live to be. In between the two ages, place your dreams and goals at the age you hope to accomplish them. Working with your teacher, discuss if any of your dreams could be accomplished and how they could be accomplished. Write a second journal entry visualizing what your life would be like for you, your child, and your family if your dreams and aspirations became a reality. (1.4.2)

Processing Questions
- *How do these dreams reflect your needs? Your wants? Your values?*
- *How can you tell if your dreams are something you could really accomplish?*
- *What has influenced your dreams for the future?*

Action Project

b. Complete **In My Life** (p. 164). Select one of the long-range goals from the worksheet and develop short-range goals to help you achieve the long-range goal. Develop a chart showing what you can do monthly, weekly, and daily to achieve your long-range goal. Create a daily or weekly checklist of these activities. Chart your progress toward your goals. Adjust your plan as necessary. At the end of the project, evaluate your goal achievement and update your goals. (1.4.1, 1.4.3, 1.4.4)

Processing Questions
- *Do the goals you selected reflect your values? Why or why not?*
- *How will achieving these goals affect you? Your child? Your family? Others?*
- *What resources will you need to achieve these goals?*

c. Examine the list of goals you have developed in the previous activities and make a list of obstacles you might face as you try to achieve those goals. Working with your teacher, develop strategies to overcome obstacles to meeting your goals. (1.4.5, 1.4.6)

Competency 1.4: Develop a plan to achieve personal goals *(continued)*

Group Learning Activities

d. In small groups, select one of the goals identified on **What Influences My Goals?** (p. 163) and identify possible obstacles to reaching that goal. List the goal and the obstacles on a sheet of newsprint. Trade your sheet of newsprint with that of another group. Read their selected goal and obstacles and identify ways a person could overcome those obstacles to reach the goal. Share your responses with the class. (1.4.5, 1.4.6)

Processing Questions
- *What might stop you from meeting your goals?*
- *What obstacles can you control when meeting your goals?*
- *What are some obstacles you **cannot** control when meeting your goals?*
- *Who can help you overcome some of the obstacles in order to meet your goals?*

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e. Invite a panel of your parents or extended family members to class to discuss their goals in the following areas and the importance of setting goals in their life.

(1) Student
(2) Career
(3) Parent
(4) Grandparent
(5) Community

Processing Questions
- *What plans did you make to achieve these goals?*
- *What action did you take?*
- *What kinds of obstacles did you face and how did you overcome them?*

Individual Learning Activities

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d. Using the goals you have identified in the previous activities, complete a Power of One project for A Better You. Chart your progress toward your goals. At the end of the project, evaluate your goal achievement and update your goals. Reread the journal entry you wrote about your dreams for the future and explain how the completion of this project has helped you make progress toward your dreams for the future. (1.4.7, 1.4.8)

Processing Questions

- *How do you plan to check your progress on your goal?*
- *How will you know if you have achieved your goal?*
- *How does learning how to set and achieve goals contribute to your growth as a leader in your family?*

e. **Family Involvement:** Interview your parent(s) about the goals they have set for themselves. Use the questions below to guide your interview. Compare your parents goals with your own to determine what you have in common.

(1) What were your goals as a student?
(2) What were your goals with regard to a career?
(3) What are your goals as a parent?
(4) What are your goals as a grandparent?
(5) What are your personal goals now?
(6) Why are goals important in your life?

Competency 1.5: Manage stressful situations

Learning Activities

Group Learning Activities

a. Using resources, define *stress*. Individually, complete **Parenthood and Stress** (p. 166). Share your examples of stressful situations with the class and identify those things that cause stress. Explain how each of the factors listed below could contribute to the amount of stress you feel in a particular situation. (1.5.1)

(1) Your emotional response to stress
(2) The amount of change you experience with an event
(3) Whether or not you could predict the event
(4) Lack of control over the event
(5) Degree of conflict generated by the event

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b. Read **Stress Symptoms** (p. 167). In small groups, describe your feelings when you are under stress. Write the list of feelings listed below on the chalkboard and describe how your body responds to those emotions. Discuss how those feelings might affect your reaction to stress. (1.5.2, 1.5.3)

(1) Anger
(2) Fear
(3) Shame
(4) Sadness or grief

Processing Questions

- *How does not being able to identify emotions cause stress?*
- *How does the way you are feeling affect the way you handle stress?*
- *How can you tell when you are experiencing stress?*
- *How can you tell when others are experiencing stress?*
- *How is your child affected when you are experiencing high levels of stress?*

Unit 1: Self-Formation

Competency Builders:

1.5.1 Identify sources of stress
1.5.2 Identify physical, emotional, and behavioral symptoms of stress
1.5.3 Identify how reactions to stress affect self and others
1.5.4 Demonstrate skills for coping with stress in healthful ways
1.5.5 Demonstrate methods of stress management
1.5.6 Identify sources of social support for managing stress

Individual Learning Activities

a. Write or draw a fictional story about a stressful event. Using construction paper and markers or colored pencils, describe the circumstances surrounding the event, the character's feelings about the event, and what the character said or did about the event in words and pictures. Working with your teacher, interpret your description and describe how each of the factors listed below can influence the level of stress people experience. (1.5.1, 1.5.2, 1.5.3)

(1) The *situation* and why it was stressful for the character
(2) Your *interpretation* of the character's feelings
(3) The character's *reaction* in terms of what was said or done

Processing Questions

- *Why should you be concerned about stress in your life? The lives of others?*
- *What would happen if you made no attempt to manage stress in your life?*
- *What kinds of events and experiences are presently causing stress in your life?*
- *Can stress be helpful to you? Why or why not?*

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b. Complete **How Vulnerable Are You to Stress?** (p. 168) (1.5.4)

Competency 1.5: **Manage stressful situations *(continued)***

Group Learning Activities

c. On the chalkboard, write the practical problem, "What should I do about stressful situations?" In small groups, make a list of all the ways people deal with stress. Review your list and identify those you would consider to be positive or healthy ways and those you would consider to be negative or unhealthy ways of dealing with stress. Share your responses with the class and justify your choices. Read **Ways to Deal with Tension** (p. 169-170) and compare the list of healthy strategies on the handout with your list of healthy strategies. (1.5.4, 1.5.5)

Processing Questions

- *What are the consequences of dealing with stress in healthy ways? Unhealthy ways?*
- *What factors influence how you deal with stress?*
- *What happens to you when you ignore or cannot manage a stressful situation? What happens to your child? What happens to your family?*

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d. Invite your school guidance counselor to class to discuss school and community resources that could be sources of support for dealing with stress. After the presentation, create posters to illustrate sources of support for dealing with stress and display them in the school or community. (1.5.6)

FHA/HERO

e. Sponsor a stress buster day for your chapter. Use one or more of the following activities to reduce chapter members' stress and tension.

(1) Relaxing music
(2) Healthy snack
(3) Aerobic exercise
(4) **Tension and Relaxation Exercises** (p. 171)
(5) **Total Relaxation Techniques** (p. 172)

Individual Learning Activities

c. Make a "Stress Band-Aid" box filled with items or symbols of healthy ways you personally control or cope with stress. Decorate the box and fill it with items that represent activities that you enjoy: coins for phone call to a friend, significant others' photos, a list of phone numbers to call when you need to talk, a picture of an exercise you enjoy doing, and/or a tape of music that helps you relax. Share the items in your box with your teacher and explain the purpose of each item in helping you deal with stress in healthy ways. (1.5.4, 1.5.5)

d. Use resources to define *support system* (Suggested definition: those groups, individual, persons, or objects that will provide nurturance, protection, and guidance for you when you are in need. A support system includes people who believe in you and are trustworthy and dependable). Draw a visual representation of your support system. Include examples of support such as those listed below. (1.5.6)

(1) Informal or personal: friends, family, relatives, teachers
(2) Formal or professional: physicians, counselors, professional support groups

e. **Family Involvement:** Use **Tension and Relaxation Exercises** (p. 171) or **Total Relaxation Techniques** (p. 172) with your parent(s) to help reduce tension and stress. Record your responses to the exercises.

Competency 1.5: Manage stressful situations *(continued)*

Group Learning Activities

f. In small groups, choose one of the stressful situations listed below and develop a stress management plan that would apply in that situation. Include skills and methods for coping with stress in healthy ways and sources of social support for managing stress. Present your stress management plan to the class. (1.5.4, 1.5.5, 1.5.6)

(1) You have a paper due and the baby is sick and now your boyfriend (not the father of the baby) is complaining you have no time for him. Your mom is trying to take over your parenting role.
(2) You need to move. WIC is refusing your application because of a missed appointment. Your work hours are cut even though it is a school requirement to work.
(3) You have just found out that you are pregnant. Your due date suggests that your current boyfriend may not be the father. Your parents have no idea you are pregnant and have said that you will not be allowed to stay at home if you ever became pregnant. It has been hard to hide your morning sickness and you cannot get prenatal care without your parents' permission.
(4) Your mother's boyfriend has recently moved into your home with you, your mother, and your infant daughter. You do not get along with him. He has never been around a baby and complains when your baby cries or is fussy.
(5) Your best friend recently began an alternative school program and goes to another school building across town. You have been used to seeing your friend two or three times a day and sharing long talks after school. Now you feel lonely and left out. You have other acquaintances at school, but no one like your best friend.

Individual Learning Activities

Action Project

f. Complete the **Stress Style Test** (p. 173) Add more ideas to the lists. Use the information to develop a plan of action to address the stress in your life. Explain what you can do to manage your stress daily, weekly, or monthly. Implement the plan and keep a journal about your new understandings about how to handle stress. Share your progress with your teacher and identify ways to adjust your plan as needed. (1.5.4, 1.5.5, 1.5.6)

Processing Questions

- *What do you think are the best ways for you to cope with stress in the future?*
- *What will happen if you implement your plan? What will be the consequences for you? Your child? Your family?*
- *What skills do you need to manage stress effectively?*

Teacher Note: How Well Are You Managing? (p. 89) can be used to assess students' management skills with regard to this project.

Action Projects

1. Develop a plan to support your development toward adulthood and your child's development. Consider the type of adult and effective parent you would like to become. Describe your values and their effect on your development. Choose strategies to enhance your development. Organize the strategies into a plan and keep a journal recording your progress. Adjust your plan as necessary. (1.1.7)

2. Choose one of the six areas of family strengths, research the meaning of that area, and create an exhibit or a presentation on that family strength. Your exhibit or presentation might include videotapes of interviews with family members, art works, writings, case studies of families or reports to express your meaning of this family strength. With your teacher, determine the important criteria and the standards for assessing your exhibit for presentation. Invite guests to class to view your exhibit or listen to your presentation. (1.2.1)

3. Assess your family's traditions. Work with your teacher to determine the important criteria, and your standards for assessing family traditions. Identify those traditions you would like to keep and those you would like to change. On a calendar, chart your family's special events and significant days. Write an action plan to continue family traditions or to create a new tradition for your family. (1.2.3)

4. Develop an action plan to enhance your own self-esteem. Identify the significant people that help you feel positive about yourself. List activities that would help you build skills, feel appreciated or valued, or take responsibility for self and others. On a monthly calendar, list specific activities and when you would like to do them. Implement the plan and keep a journal about your progress. Adjust your plan as necessary (1.3.1, 1.3.4)

5. Develop a plan to achieve a long-range goal. Write short-range goals that will help you achieve the long-range goal. Create a chart showing what you can do monthly, weekly, and daily to achieve your long-range goal. Create a daily or weekly check-list of these activities. Chart your progress toward your goals. Adjust your plan as necessary. At the end of the project, evaluate your goal achievement and update your goals. (1.4.3, 1.4.7, 1.4.8)

6. Explain what you can do to manage your stress daily, weekly, or monthly. Implement the plan and keep a journal about your new understandings about how to handle stress. Adjust your plan as necessary. (1.5.4, 1.5.5, 1.5.6)

Ways People Develop

Development is a process of growth and change through life. There are several ways that people develop:

Physical: Actual physical changes that occur in your body

Emotional: Learning to recognize and express your feelings, learning to recognize and understand the feelings of others, and learning to establish your identity and individuality

Social: Learning to interact with others and to express yourself to others

Intellectual: Learning to think, such as how things might change in the future, about consequences of actions, or how actions might affect others

Moral: Learning to base your behavior on your beliefs of right and wrong

Development During Adolescence

Write each of the examples of ways adolescents develop on index cards. Shuffle the cards. Draw an index card from the pack and classify it according to its type of development.

Physical Development

Growth spurt—rapid changes in height and weight
Sex characteristics mature
Increase in muscle strength
Changes in body shape
Changes in how you feel about your body
Development of sex role identity
New capabilities in physical strength and endurance

Intellectual Development

Can use more abstract thought processes
Can think about logical sequences of possible events, including those that never occurred or in which you have not been involved
Able to think about things changing in the future
Able to think about the consequences of actions
Able to think about yourself as part of your culture and to understand other cultures
Able to think about your own thought processes

Emotional Development

Emotions more intense
Emotions can change very quickly
Able to tell the difference between your own emotions and the emotions of others
Able to accept that another person's feelings are different than yours
Most troublesome emotions: shame, embarrassment, guilt, shyness, love, jealousy, depression, and anger
For young men, controlling angry feelings is the greater challenge; for young women, it is controlling feelings of depression

Social Development

Being part of a peer group is very important
More ability to develop intimacy, support, understanding, and companionship with peers
More independence from family members
Maintaining connections with family while strengthening relationships with peers
Becoming more loyal
Able to understand social dynamics, such as status, popularity, leadership, and peer pressure
Ability to analyze social groups such as work and school

Moral Development

Ability to identify your own values
Ability to recognize the values of others
Ability to accept that another person's values are different than yours
Ability to apply values to make a decision
Understanding how your actions would affect others
Taking action through reasoned thought
Valuing behavior that is respectful of all people
Developing an understanding of what is ethical
Developing an ethical conscience

What Are Values?

Values are ideas about what is to be prized or cherished most.

Values reflect
- who and what you care about
- what you believe to be true
- who or what you pay attention to
- what you consider to be most important

Your values show in
- how you act
- what you talk about
- what you stand up for or believe in
- what you are willing to sacrifice for

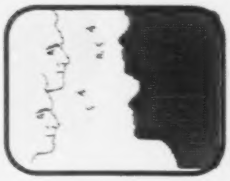
List five values you hold. Identify an action you have taken that reflects that value. Circle those values that have a positive impact on your development.

Adult Development

Adult development is based on how people achieve a series of life tasks. Sometimes adulthood is a time of great change and sometimes it is a time of stability, depending on which life tasks a person is facing.

Changes that can contribute to adult development can be major or minor and include things such as changing physical surroundings, building or ending relationships, or changing roles and responsibilities. Sometimes the changes come from outside sources, such as a new job, getting married, or becoming a parent. Other times the changes may come from within a person, such as feeling good or being dissatisfied with the way life is going.

Here are some of the tasks faced by adults as they develop throughout life:



Developing Intimacy

Building strong relationships with others is often the focus when people are in their twenties. Many people marry and form families. But even if people do not marry, they will still build strong caring relationships to prevent feeling lonely and isolated.

Building a Style of Living

Choosing where you live, the kinds of clothes you wear, how you spend your time, and the types of activities you choose to do, including work is also a focus of the twenties. Some people may choose a busy, hectic way of life and others a more leisurely one. The way you choose to live reflects your values. During this task, you will strive to find a way of life that is comfortable for you and makes you feel confident.

Establishing Roots

During the thirties, many people settle down and find stability. Some people fulfill this need through their children. Others find a sense of place and feeling of belonging through their career or community involvement.

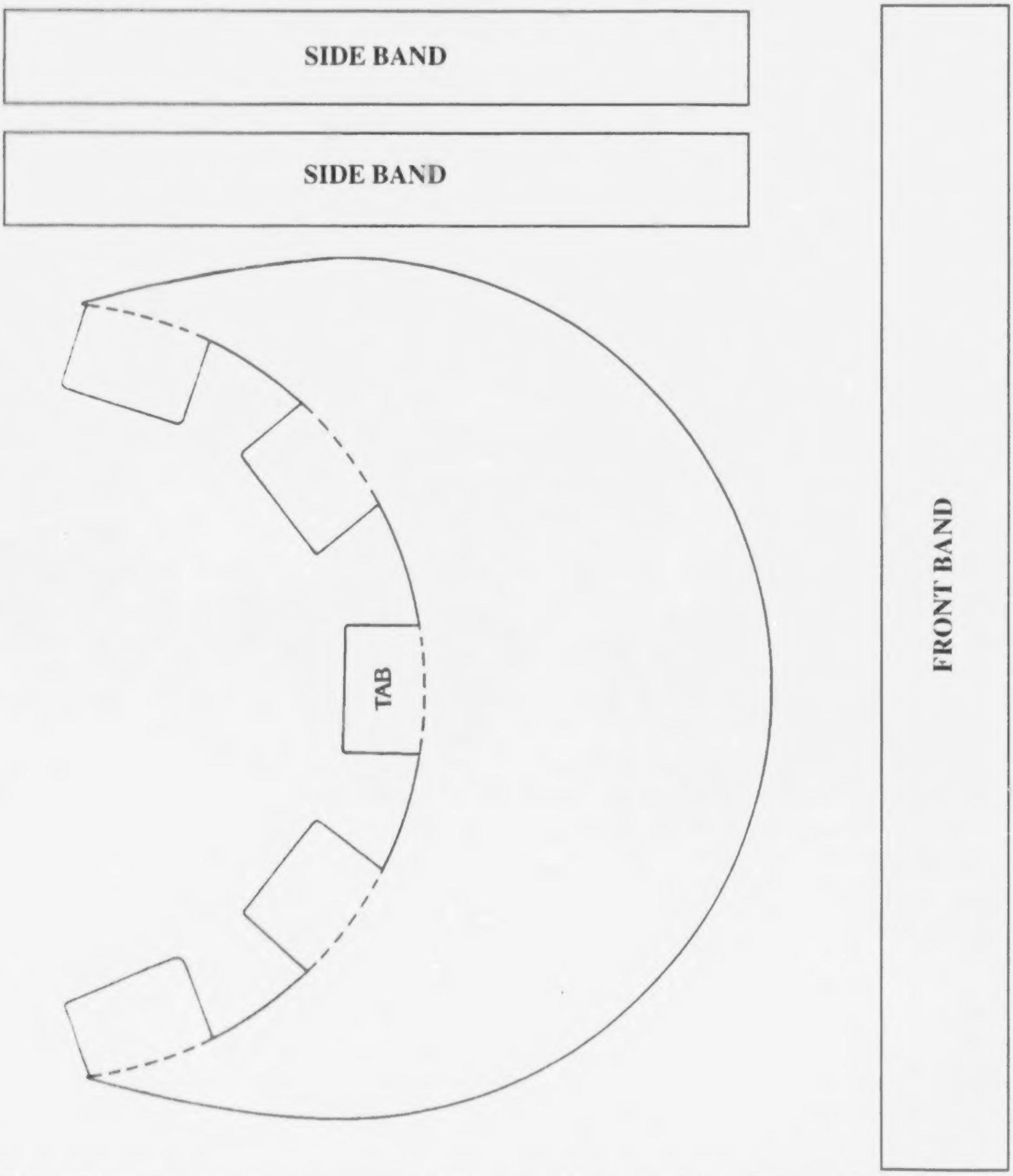
Universal Values

Universal values are those values that cross cultures, time, and religions and help people decide what actions are ethical.

Part of becoming an adult is developing values that will have a positive influence on yourself and others. Taking action that reflects your values supports your development into an adult.

Value	What It Means	What You Might Hear
Accountability	A quality in individuals whereby each knows, understands, considers, and accepts the impact and consequences of personal actions and decisions.	"I know that my behavior will influence my child. I will try to quit smoking so that my child won't get sick as often."
Caring	A caring person shows concern for the well-being of self, others, and the environment.	"I'll take care of the baby this weekend so you can spend some time with your friends."
Fairness	Fair people are committed to justice, the equal treatment of individuals, and respect for diversity.	"It would be fair to everyone if we compromise and agree to share the household chores."
Honesty	Honest people are truthful and sincere.	"I won't lie to you. I spent my money to go see a movie instead of buying diapers for the baby."
Integrity	People with integrity behave in a manner that is consistent with ethical beliefs.	"You can count on me to do what I believe is right."
Loyalty	Loyal people provide support and commitment to others.	"I'm committed to getting good grades this year and I'm going to spend at least one hour every day doing home work."
Pursuit of Excellence	In the pursuit of excellence, people take pride in their work, give their best efforts, reflect on the results of their work, and apply knowledge gained to subsequent tasks.	"I take pride in my work. I'm going to stay ten minutes extra to make sure I leave this place clean."
Respect	Respectful people have confidence in their beliefs and values, and they acknowledge, understand, and support the rights of others to express their beliefs.	"I'm getting along better with my sisters, since I keep the baby's things out of their bedroom."
Responsibility	A responsible person contributes to the family, his or her workplace, and community (local/global) in positive ways and encourages the participation of others.	"I'm leaving a note for my parents to tell them where I've gone and when I'll be back."
Trust	People worthy of trust keep promises and fulfill commitments.	"I know you are afraid of the dark. You can count on me to help you feel safe."

Personal Visor Pattern


SIDE BAND
SIDE BAND
TAB
FRONT BAND

Note: This visor pattern has been reduced to 75 percent of its original size. Enlarge before using.

Source: *Young Living: Hands-On Projects and Games.* Copyright © Glencoe/McGraw-Hill.

Six Traits of Strong Families

Appreciation
- Caring for self and others
- Respecting privacy
- Maintaining positive attitudes, compliments, and rewards
- Enjoying the environment

Time Together
- Balancing quality with quantity time
- Sharing leisure, fun, and humor
- Helping others through role modeling
- Recognizing individual and family needs

Communication
- Expressing feelings of support, love, and affection
- Building communication skills, including listening
- Establishing emotional intimacy
- Sharing information

Coping with Crisis
- Sharing and managing resources
- Resolving problems through decision making
- Supporting family members
- Fostering conflict resolutions

Spiritual Wellness
- Sharing values, goals, and priorities
- Fostering wellness, safety, and nutrition
- Developing a sense of morality
- Growing spirituality/self-esteem

Commitment
- Sharing roles and responsibilities
- Establishing and maintaining priorities
- Establishing traditions and rituals
- Maintaining relationships

Source: Dr. Nickolas Stinnett, University of Alabama, and Dr. John DeFrain, University of Nebraska.

Family Traditions

A tradition is a custom that is followed over time and may be passed from one generation to another. Doing activities in the same way time after time lends stability to a family's way of living and strengthens the links between family members.

A family tradition could center around daily living activities or annual events or holidays. Read the case studies below and describe the family traditions in that situation.

1. Each night before bed, Karen reads her daughter a story and rubs her back to help her relax before a good night's sleep.
2. On her birthday each year, Rochelle's family gathers for dinner and a birthday cake. They sing to Rochelle and watch as she blows out the candles.
3. Every Saturday the Jackson family works together to clean the house. Then they order a pizza and eat dinner together.
4. Aunt Betty always remembers to send cards to her relatives for their birthdays, anniversaries, and at special holidays.
5. Each year on the Fourth of July, the Brown family gathers at their grandmother's house for a family reunion and barbecue.
6. On the first day of school each year, Reba stands her children by the front door and takes their picture before they leave for school.
7. At least twice each week, Kara and her mother try to eat dinner together and catch up with what is going on in their lives.
8. Thanksgiving is a special holiday for the Green family. They gather for a dinner together. The next morning they go shopping for gifts.
9. Every Saturday morning Raymond and his father read the sports page of the newspaper and eat breakfast together.
10. Michael lives with his mother. Even though his father lives hundreds of miles away, Michael speaks with him every Sunday evening on the phone. They talk about what happened during the week.

Suggestions for Enriching Families

Read the suggestions for enriching family life listed below. Beneath each suggestion, write a specific example of that suggestion that you would enjoy doing with your family.

1. At Home Night
   Have your family establish a special night for games, music, reading, a family project, or a continuing story read aloud (no television).
   Example:

2. Controlled Television
   Eliminate television for one night or several hours per night to increase family interaction.
   Example:

3. Special Activity
   Set aside a day of the week for an activity that builds a feeling of togetherness and support. Try a Special Food Night, Library Night, or Chore Day.
   Example:

4. Family Meetings
   Plan times when the family gets together to discuss activities or concerns.
   Example:

5. Family Sports Activities
   Plan an activity for all family members such as bowling, biking, or hiking.
   Example:

6. Planned Family Outings
   Plan monthly outings where family members take turns selecting the activity, such as a visit to the zoo, a ball game, or a picnic.
   Example:

7. Family Goal Setting
   Have your family work together to establish goals, such as a major trip, a family task, or a building project.
   Example:

Precious Memories

In the space below, record two memories of family traditions you have experienced in your family. Attach pictures or mementos that recorded the experience. Interview other family members who were present and record their impressions of that tradition. Explain why that experience was important to your family.

Example	Your Impression	Impression of Other Family Members

Example	Your Impression	Impression of Other Family Members

My Family

Directions: Complete the following statements in the space provided.

What I like best about my family. . .

Fun times with my family include. . .

What I can best contribute to my family. . .

In the future, I would like my family to. . .

What Self-Esteem Means in Your Life

Different levels of self-esteem have different characteristics and lead to different types of behavior.

A person with HIGH self-esteem may . . .

- Often assume an active and constructive role in social groups
- Be eager to express self as an equal
- Often get involved with others; be sensitive to the needs of others
- Be more creative and self-confident
- Be physically healthy and happy
- Be willing to try new activities; be flexible and adaptable in changing situations
- Have a sense of humor
- Admit mistakes and make up for them
- Have a positive outlook; be happy, energetic, and enthusiastic; enjoy life
- Believe strongly in his or her principles and values
- Be capable of acting in his or her own best judgment
- Genuinely enjoy himself or herself and participate in a wide variety of activities
- Resist efforts of peers to dominate or control him or her
- Feel confident in the ability to deal with challenging situations, despite failures and setbacks
- Listen well to others' needs, thoughts, and feelings

A person with MEDIUM self-esteem may . . .

- Be optimistic
- Be uncertain at times about self-worth
- Seek recognition to erase self-doubt
- Tend to conform
- Be expressive
- Be able to respond to criticism
- Be quite dependent upon social acceptance
- Be less adventuresome than those with high self-esteem

A person with LOW self-esteem may . . .

- Feel unloved and inferior; have difficulty in entering loving relationships
- Be a perfectionist and have impractical expectations for themselves
- Fear social situations
- Get discouraged easily
- Fear competition; be reluctant to try new things
- Feel isolated, persecuted, on the sidelines
- Frequently see self as helpless and incapable of improving the situation
- Be highly sensitive to criticism and afraid to make a mistake
- Be overly critical of others and self
- Blame others
- Be over-responsive to praise
- Be shy, timid, withdrawn, passive
- Be uncertain of own opinions and values
- Be jealous, possessive, aggressive

Source: K. Goodbar, Self-Esteem: Feeling Good About Yourself! Columbus, Ohio: The Ohio State University Extension Service: no date given.

Affirmations for Family Members Throughout the Life Cycle

What are affirmations?
They are life-supporting messages–anything we do or say that lets others know that we believe they are lovable and capable. These messages affirm people's need and ability to grow and to do their developmental tasks.

Are there ways to give these messages other than using affirmations?
Yes, there are lots of ways. You give them by the way you touch, look, respond to, spend time with, and pay attention to people.

Why is it worthwhile to use these affirmations?
We can use these affirmations to help us remember that we are capable people. They help us love and care for ourselves and others. They remind us that we are always growing and that there is hope.

How can affirmations help us?
We can use affirmations to help us raise our self-esteem so that we have healthier bodies and healthier minds. Our posture improves, we are more attractive, productive, loving, and joyful.

What are the "Love Affirmations?"
The "love affirmations" are marked with hearts. They are the affirmations that say "I love you unconditionally."

Are there any rules for using the affirmations?
Yes. Don't give an affirmation to someone else at a moment when you don't feel and believe it. If you do, they may pick up the conflict in it and feel confused instead of affirmed. If you can't give some of these messages to your family members, do what you need to do for yourself (get help, rest, education, therapy, whatever) so that you can believe the messages and give them.

Being, Stage I, 0 to 6 months

I'm glad you are alive.
You belong here.
What you need is important to me.
I'm glad you are you.
You can grow at your own pace.
You can feel all of your feelings.
♥ I love you and I care for you willingly.

Doing, Stage II, 6 to 18 months

You can explore and experiment and I will support and protect you.
You can use all of your senses when you explore.
You can do all the things as many times as you need to.
You can know what you know.
You can be interested in everything.
I like to watch you initiate and grow and learn.
♥ I love you when you are active and when you are quiet.

Source: Jean Illsley Clarke, 16535 9th Avenue No., Minneapolis, MN 55447 (612-473-1840). Reprinted from *Growing Up Again, Parenting Ourselves, Parenting Our Children*, Hazeldon.

Affirmations for Family Members Throughout the Life Cycle *(continued)*

Thinking, Stage III, 18 months to 3 years

I'm glad you are starting to think for yourself.
It's OK for you to be angry and I won't let you hurt yourself or others.
You can say no and push and test limits as much as you need to.
You can learn to think and feel at the same time.
You can know what you need and ask for help.
♥ You can become separate from me and I will continue to love you.

Identity and Power, Stage IV, 3 to 6 years

You can explore who you are and find out who other people are.
You can be powerful and ask for help at the same time.
You can try out different roles and ways of being powerful.
You can find out the results of your behavior.
All of your feelings are OK with me.
You can learn what is pretend and what is real.
♥ I love who you are.

Structure, Stage V, 6 to 12 years

You can think before you say yes or no and learn from your mistakes.
You can trust your intuition to help you decide what to do.
You can find a way of doing things that work for you.
You can learn the rules that help you live with others.
You can learn when and how to disagree.
You can think for yourself and get help instead of staying in distress.
♥ I love you even when we differ; I love growing with you.

Identity, Sexuality, and Separation, Stage VI, Adolescence

You can know who you are and learn and practice skills for independence.
You can learn the difference between sex and nurturing and be responsible for your needs and behavior.
You can develop your own interests, relationships, and causes.
You can learn to use old skills in new ways.
You can grow in your maleness or femaleness and still be dependent at times.
I look forward to knowing you as an adult.
♥ My love is always with you. I trust you to ask my support.

Interdependent, State VII, Adult years

Your needs are important.
You can be uniquely yourself and honor the uniqueness of others.
You can be independent and interdependent.
Through the years you can expand your commitments to your own growth, to your family, your friends, your community, and to all humankind.
You can build and examine your commitments to your values and causes, your roles, and your tasks.
You can be responsible for your contributions to each of your commitments.
You can be creative, competent, productive, and joyful.
You can trust your inner wisdom.
You can say your hellos and good-byes to people, roles, dreams, and decisions.
You can finish each part of your journey and look forward to the next.
Your love matures and expands.
♥ You are lovable at every age.

Self-Talk

You can spend lots of personal time and energy by thinking negative thoughts and worrying. Or you can save lots of time and energy and feel good by thinking positive thoughts and not worrying! The following is a list of positive statements you can say to yourself:

Positive Statements:

1. I can do it.
2. I'll be pleased with myself later.
3. What do I want from this situation?
4. I am responsible for my own actions.
5. I am not going to waste a lot of energy being upset.
6. There are positives in every situation.
7. I am not going to jump to conclusions.
8. A difficult few minutes does not have to equal a bad day.
9. Making mistakes has nothing to do with my quality as a person.
10. At the end of the day, I will be able to look back and say I did it.
11. It will be even easier next time.
12. The more often I try, the more often I will be successful.

List your own:

The following list of negative statements do nothing good for you. If you find yourself thinking these thoughts very often, you are wasting time and energy on them.

Negative Statements:

1. I can't do it.
2. What if I fail?
3. Maybe I'll just make things worse.
4. I'll just make a mess of things.
5. I'm just being selfish.
6. You can't teach an old dog new tricks.
7. If I leave it alone it will go away.
8. Why am I the only one doing all the work?

Try to think of something positive like the phrases listed previously to counteract any of these negative thoughts you might have.

One Step at a Time

Dr. Abraham Maslow, a psychologist, thinks that everyone has similar kinds of needs. You are motivated at some time by each of these needs. Think of the needs in the shape of a pyramid. You have to step up the pyramid one level at a time in order to reach the peak.

6. **A higher good:** This is a need to be involved with a cause focusing beyond the self.

5. **Self-actualization:** This is the need to reach our highest potential, to be the best we possibly can.

4. **Esteem:** We are motivated by the need for two kinds of esteem: self-respect and the respect of others. This area of need includes needing to be recognized for accomplishments and to be looked up to.

3. **Belongingness:** We need to belong: to be with other people, to be liked, to be loved, to be accepted.

2. **Safety:** We are motivated by the need for two kinds of safety: physical safety (safety from danger) and emotional safety (security).

1. **Physiological Needs:** These are things our bodies need to survive: food, drink, sleep, air, elimination, and others. Everyone needs these to stay alive.

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What Influences My Goals?

Goals are related to our needs, wants, and values. For each goal listed below, identify how that goal might be related to a specific need, want, or value.

Goal	Related Need	Related Want	Related Value
1. Deliver a healthy baby.			
2. Finish high school.			
3. Balance school and family responsibilities.			
4. Postpone second pregnancy.			
5. Train for and enter a career.			
6. Maintain healthy friendships with friends.			
7. Protect child from harm.			
8. Enter into a healthy partner relationship.			
9. Develop a support system.			
10. Develop an effective parenting skill.			
11. Develop a plan to provide financially for my child(ren).			

In My Life

Write one or more goals for each of the areas of your life listed below. As you write the goals, make sure that they:

- are specific
- are realistic
- are measurable
- have positive consequences for self and others

Education
Career
Personal
Other

Reflection Questions:

1. Which of the goals are short-range? Long-range? Circle the long-range goals.
2. What are the benefits of setting goals?
3. Why do people sometimes have difficulty setting goals?
4. How will your goals affect your future? Your child's future? Your family? Your community?

How Can I Achieve My Goals?

Have a Vision of Success

Imagine how it will feel to achieve your goal. Envision what the experience will look like. What will you be wearing? What people will be there? What will it sound like? Smell like? These visions of your future success can motivate you to achieve your goal.

Get Organized

Focus on the goals you want to achieve in the next five years. Write these goals down on paper and ask

Are these goals meaningful?

Are these goals specific?

Are these goals achievable?

Are these goals morally defensible?

For each goal, list the things you can do within the next year to achieve that goal. Then continue to identify short-term goals by listing the following for each goal.

What can you do toward this goal this month?

What can you do toward this goal this week?

What can you do toward this goal tomorrow?

What can you do toward this goal today?

Be Persistent and Positive

Do something each day to bring you closer to your goals. Reward yourself for achieving short-term goals that lead to your long-term vision of success.

Parenthood and Stress

Use words and/or pictures to respond to each statement below.

1. Ways my child has enriched my life . . .

2. Ways my child has complicated my life . . .

3. How being a parent affects the way I handle stress . . .

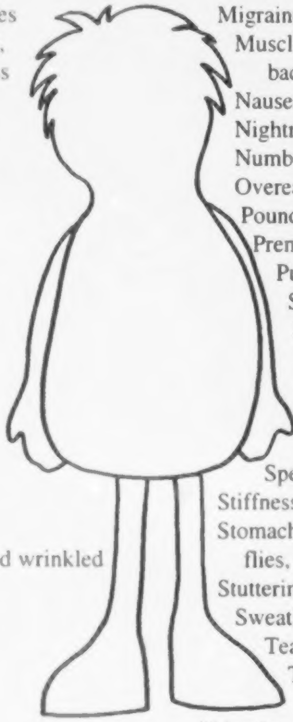
4. Describe two recent situations in which you experienced stress.

Stress Symptoms

Use a highlighter or colored pencil to indicate which stress symptoms you experience

Physical or Behavioral Symptoms

Accident proneness
Alcohol or drug abuse
Allergies
Arthritis
Asthma
Backaches
Breathing difficulties (hyperventilating, shallow, shortness of breath)
Chest tightness
Cholesterol high
Colitis
Constipation
Cramps
Diarrhea
Dizziness
Dry mouth
Eye pain
Eye squinting
Face downcast
Face flushed
Fainting spells
Fatigue
Fingernail biting
Forehead, raised and wrinkled
Frowning
Gait slowed
Grimacing
Grinding teeth
Hair twisting
Hands cold
Hay fever
Heart pounding or racing
High blood pressure
Hives, rash, itching
Hyper motility (can't be still)
Incoordination
Indigestion
Insomnia
Low resistance to infection and minor illness
Migraine or tension headaches
Muscle tightness; face, jaws, back of neck, shoulders, etc.
Nausea or vomiting
Nightmares
Numb or tingling extremities
Overeating
Pounding and rapid heart beat
Premenstrual cramps or tension
Pupils dilate
Shaking
Skin pale
Sleeping too much
Sighing
Slumped posture
Sneezing
Speech slowed
Stiffness or soreness
Stomach ailments (aches, butterflies, gas, ulcer)
Stuttering
Sweating or sweaty palms
Tearfulness
Tiredness
Trembling, tics, twitching
Urinating frequently
Voice (change in pitch, volume shaky)
Weakness, especially in legs
Weight gain or loss



Emotional or Social Symptoms

Agitation
Anger or angry outbursts
Anxiousness (general or specific)
Critical of self
Crying
Depression
Difficulty in relationships
Dread
Emotional instability
Fear of groups or crowds
Fears (general or specific)
Guilt feelings
Hyper excitability
Impulsive behavior
Indecisive
Irritability
Jealousy
Lack of initiative
Loss of interest in living
Loss of self-esteem
Moodiness
Restlessness
Sadness
Suspiciousness
Withdrawal from relationships
Worthlessness feeling

Intellectual Symptoms

Concentration difficulties
Errors in judging distance
Errors in language (grammar, enunciation, pronunciation)
Errors in use of numbers
Fantasy life increased (escape)
Fantasy life lessened
Forgetfulness
Inattention
Lack of attention to details
Lack of awareness to external events
Loss of creativity
Loss of productivity
Mental blocking
Over attention to details
Past oriented rather than present or future
Perfectionism
Rumination
Thoughts of death or suicide
Worrying

Note: If experienced frequently, some of these symptoms could indicate a serious health condition. See a doctor to discuss your symptoms.

How Vulnerable Are You to Stress?

Most of us can't avoid stress. But we can learn to behave in ways that lessen its effects. Researchers have identified behaviors that affect our ability to handle stress–eating and sleeping habits, what we eat, and how we express our emotions. The following questionnaire was developed by psychologists Lyle Miller and Alma Dell Smith of Boston University Medical Center. It is designed to help you pinpoint your trouble spots in handling stress. Rate each item from 1 (almost always) to 5 (never) according to how much of the time the statement is true of you.

1 2 3 4 5 1. I eat at least one balanced meal a day.
1 2 3 4 5 2. I get seven to eight hours of sleep at least four nights a week.
1 2 3 4 5 3. I give and receive affection regularly.
1 2 3 4 5 4. I have at least one relative on whom I can rely.
1 2 3 4 5 5. I do aerobic exercise at least twice a week.
1 2 3 4 5 6. I limit myself to less than half a pack of cigarettes a day.
1 2 3 4 5 7. I take fewer than five alcoholic drinks a week.
1 2 3 4 5 8. I am the appropriate weight for my height.
1 2 3 4 5 9. I have an income adequate to meet basic expenses.
1 2 3 4 5 10. I get strength from my religious beliefs.
1 2 3 4 5 11. I regularly attend social activities.
1 2 3 4 5 12. I have a network of friends and acquaintances.
1 2 3 4 5 13. I have one or more friends to confide in about personal matters.
1 2 3 4 5 14. I am in good health (including eyesight, hearing, teeth).
1 2 3 4 5 15. I am able to speak openly about my feelings when angry or worried.
1 2 3 4 5 16. I have regular conversations with the people I live with about domestic problems–for example, chores and money.
1 2 3 4 5 17. I do something just for fun at least once a week.
1 2 3 4 5 18. I am able to organize my time effectively.
1 2 3 4 5 19. I drink fewer than three cans of cola (or other caffeine-rich drinks) a day.
1 2 3 4 5 20. I take some quiet time for myself during the day.

To get your score, add up the figures and subtract 20. A score below 10 indicates excellent resistance to stress. A score over 30 indicates some vulnerability to stress. You are seriously vulnerable if your score is over 50.

You can make yourself less vulnerable by reviewing the items on which you scored 3 or higher and trying to modify them. Notice that nearly all of them describe situations and behaviors over which you have a great deal of control. Concentrate first on those that are easiest to change–for example, eating a balanced meal daily and having fun at least once a week–before tackling those that seem more difficult.

Ways to Deal With Tension

Here are eleven suggestions from the National Association for Mental Health on how to deal with tension:

1. **Talk it out.** When something worries you, don't bottle it up. Confide your worry to someone you can trust such as a family member, friend, a member of the clergy, your family doctor, a teacher, or a school counselor. Talking things out helps to relieve strain, helps to see worry in a clearer light, and often helps determine what to do about it.

2. **Escape for a while.** Sometimes, when things go wrong, it helps to escape from the painful problem for a while. Lose yourself in a movie or a book or a game, or a brief trip for a change of scene. Making yourself stand there and suffer is a form of self-punishment, not a way to solve a problem. But be prepared to come back and deal with your difficulty when you are more composed.

3. **Work off your anger.** If you feel like lashing out at someone who has provoked you, try holding off that impulse for a while. Meanwhile, do something constructive with the pent-up energy. Pitch into some physical activity like gardening, cleaning your room, fixing something in your home, or some other do-it-yourself project. Or work it out in a game of basketball or a long walk.

4. **Give in occasionally.** If you find yourself getting into frequent quarrels with people and feeling obstinate and defiant, remember that's the way frustrated children behave. Stand your ground on what you know is right, but do so calmly and make allowance for the fact that you could turn out to be wrong. And even if you are dead right, it's easier on yourself to give in once in a while. If you yield, you'll usually find that others will too.

5. **Do something for others.** If you feel yourself worrying about yourself all the time, try doing something for somebody else. You'll find this will take the steam out of your worries and even give you a feeling of accomplishment.

6. **Take one thing at a time.** For people under tension, an ordinary work load sometimes seems unbearable. When this is the case, remember that it's a temporary condition and that you can work your way out of it. The surest way to do this is to take a few of the most urgent tasks and pitch into them, one at a time, setting aside all the rest for the time being. Once you dispose of these, you'll see that the remainder isn't such a horrible mess after all.

Ways to Deal With Tension *(continued)*

7. **Shun the "superwoman" or "superman" urge.** Some people expect too much from themselves, and get into a constant state of worry and anxiety because they think they are not achieving as much as they should. No one can be perfect in everything. Decide which things you do well, then put your major effort into these. They are apt to be the things you like to do and, hence, those that give you the most satisfaction.

8. **Go easy with criticism.** Some people expect too much from others, and then feel frustrated, let down, disappointed, and even trapped when another person does not measure up. The other person may be a husband or a child whom we are trying to make over to suit ourselves. Remember, each person has his or her own virtues, shortcomings, values, and right to develop as an individual. Instead of being critical about the other person's behavior, search out the good points and help the person to develop them.

9. **Give the other person a break.** When people are under emotional tension, they often feel that they have to get there first to edge out the other person, no matter if the goal is as trivial as getting ahead on the highway. If enough of us feel that way, and many of us do, then everything becomes a race in which somebody is bound to get injured physically, as on the highway, or emotionally and mentally. It does not need to be this way. When you give the other person a break, you very often make things easier for yourself. If he or she no longer feels you are a threat, that person often stops being a threat to you.

10. **Make yourself available.** Many of us have the feeling that we are being left out, slighted, neglected, or rejected. Often, we just imagine that other people feel this way about us, when in reality they are eager for us to make the first move. It may be that we are depreciating ourselves. Instead of shrinking away and withdrawing, it is much healthier and more practical to make yourself available and to make some of the overtures instead of waiting to be asked.

11. **Schedule your recreation.** Many people drive themselves so hard that they allow themselves too little time for recreation, an essential for good physical and mental health. They find it hard to make themselves take time out. For such people, a set routine and schedule will help–a program of definite hours when they will engage in some recreation. And, in general, it is desirable for almost everyone to have a hobby–an activity that can involve a person, provide a certain amount of pleasure, and help him or her forget about school or work.

Tension and Relaxation Exercises

Muscle Area	Tensing Instructions	Tension Location
Hands	Clench and relax, right then left–then both fists.	The back of your hands and your wrists
Upper arm	Bend elbows and fingers of both hands to your shoulders and tense the biceps. Relax.	The bicep muscles
Lower arm	Holding both arms straight out, stretch, extend hands up, then down. Relax.	The upper portion of the forearm
Forehead	Wrinkle the forehead and lift the eyebrows upward. Relax.	The entire forehead area
Eyes	Close the eyes tightly. Relax.	The eyelids
Jaws	Clench jaws. Relax.	The jaw
Tongue	Bring your tongue upward and press it against the roof of your mouth–feel tension. Relax.	The area in and around the tongue
Mouth	Press your lips tightly together–feel tension. Relax.	The region around the mouth
Neck	Press your head backward. Roll to right and back; roll to the left and back, straighten. Relax.	The muscles in the back of the neck and at the base of the scalp, right and left side of the neck
Neck and jaws	Bend the head forward. Press the chin against the chest, straighten. Relax.	The muscles in the front of the neck and around the jaws
Shoulders	Bring the shoulders up toward ears, shrug and move around. Relax.	The muscles of the shoulders and the lower part of the neck
Chest	Take a deep breath slowly–hold it for five seconds–exhale slowly. Relax.	The entire chest area
Abdomen	Tighten stomach muscles, make the abdomen muscles hard. Relax.	The entire abdominal region
Back	Pull shoulders back–arch back from chair. Relax.	Lower back
Thighs	Press heels down hard, flex thigh. Relax.	The muscles in the lower part of the thighs
Legs	Hold both legs straight out–point your toes away from your face. Relax.	The muscles of the calf
Legs	Hold both legs straight out–point your toes toward your head. Relax.	The muscles below the kneecap
	Feel the relaxation and breathe easily.	

Total Relaxation Techniques

The Blue Sky

Picture a beautiful blue sky without any clouds in it. As you picture the clear blue sky, feel that your body is growing lighter. Close your eyes and keep the image of the blue sky in your mind. There are no limits to the blue sky. It stretches endlessly in every direction, never beginning and never ending. As you visualize the blue sky, feel that your body has become so light that you have floated up into the clear blue sky. Feel that you are floating in the sky and that all tension, fatigue, worry, and problems have left you. Relax your mind and allow your breathing to seek its own level. Feel yourself floating gently in the clear blue sky that stretches endlessly in every direction, never beginning and never ending.

After several minutes have passed and you feel yourself relaxing, picture that your entire body is merging with the blue sky. Your body is merging with the peace of the blue sky . . . Your mind is merging with the tranquility of the blue sky . . . Feel that you have actually become the blue sky. You no longer have a body or a mind. You have become the infinite blue sky that stretches endlessly in every direction, never beginning and never ending. Feel that you have become the perfect peace and tranquility of the blue sky. Completely let go and experience total relaxation.

When you feel that you have relaxed for as long as you like, then open your eyes. You will now have a new deeper sense of relaxation. This renewed calm will stay with you as you resume your normal activities.

The Ocean

Imagine a vast ocean. The ocean is filled with hundreds and thousands of waves. Feel that you are part of the ocean. Imagine that each wave in the ocean is slowly moving through you. As each wave passes through you, feel that all worries, tensions, anxieties, and problems are being washed away in the successive waves. For several minutes, imagine wave after wave passing through you. Feel that each wave that passes through increases the amount of relaxation you feel.

Now imagine that you are going beneath the surface of the ocean. The surface of the ocean is filled with many waves, but below the surface, in the depths, all is calm, silent, and serene. Imagine yourself sinking slowly into the quiet, peaceful depths of the ocean. Here there is only calmness and tranquility. As you imagine yourself going deeper and deeper into the depths of the ocean, feel that peace is entering into you. Feel that the deeper you go into the inner ocean, the more calm you become. Feel that there is no end to the depths of this ocean. It goes on endlessly. Imagine yourself sinking deeper and deeper into the endless ocean, feeling more calm and tranquility filling your entire being until you have become completely relaxed.

Stress Style Test: Body, Mind, Mixed?

Imagine yourself in a stressful situation. When you're feeling anxious, what do you typically experience? Check all that apply:

_____ 1. My heart beats faster.
_____ 2. I find it difficult to concentrate because of distracting thoughts.
_____ 3. I worry too much about things that don't really matter.
_____ 4. I feel jittery.
_____ 5. I get diarrhea.
_____ 6. I imagine terrifying scenes.
_____ 7. I can't keep anxiety-provoking pictures and images out of my mind.
_____ 8. My stomach gets tense.
_____ 9. I pace up and down nervously.
_____ 10. I'm bothered by unimportant thoughts running through my mind.
_____ 11. I "freeze," and have a hard time taking any action.
_____ 12. I feel I'm losing out on things because I can't make decisions fast enough.
_____ 13. I perspire or sweat.
_____ 14. I can't stop worrying.

There are three basic ways of reacting to stress–mainly physical, mainly mental, or mixed. Physical stress types feel tension in the body–jitters, butterflies, the sweats. Mental types experience stress mainly in the mind–by worrying and not being able to stop thinking about something. Mixed types react with both responses in about equal amounts. Give yourself a Mind point if you answered "yes" to each of the following questions: 2, 3, 6, 7, 10, 12, 14. Give yourself a Body point for each of these: 1, 4, 5, 8, 9, 11, 13. If you have more Mind than Body points, consider yourself a mental stress type. If you have more Body than Mind points, your stress style is physical. About the same number of each? You're a mixed reactor.

Choosing a Relaxer

Body: If stress registers mainly in your body, you'll need a remedy that will break up the physical tension pattern. This may be a vigorous body workout, but a slow-paced, even lazy, muscle relaxer may be equally effective. Here are some suggestions to get you started:

- Aerobic exercise
- Relaxation
- Swimming
- Running
- Biking
- Walking
- Skating
- Massage
- Soaking in a hot bath
- Dancing

Mind: If you experience stress as an invasion of worrisome thoughts, the most direct intervention is anything that will engage your mind completely and redirect it—meditation, for example. On the other hand, some people find the sheer exertion of heavy physical exercise unhooks the mind wonderfully and is very fine therapy. Suggestions:

- Meditation
- Reading
- Crossword puzzles
- Listening to music
- Television, movies
- Games like chess or cards
- Vigorous exercise
- Talking with friends
- Knitting, sewing, carpentry, and other handicrafts
- Any absorbing hobby
- Singing

Mind/Body: If you're a mixed type, you may want to try a physical activity that also demands mental rigor: Any combination from the Mind and Body lists

Unit 2:

Pregnancy, Wellness, and Prenatal Care

Unit 2: Pregnancy, Wellness, and Prenatal Care

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on healthy care during pregnancy, including creating a positive prenatal environment and preparation for the labor and delivery process.

Teacher Background Information

The teacher background information reviews current literature on pregnancy and prenatal care as it relates to adolescent parents. **Page 176**

Learning Activities

The learning activities address five competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 2.1:	Analyze pregnancy health care	**Page 186**
Competency 2.2:	Develop a plan to meet the nutritional needs of pregnant women	**Page 196**
Competency 2.3:	Create a positive prenatal environment	**Page 200**
Competency 2.4:	Analyze the effects of sexually transmitted diseases (STDs) on mother, father, and baby	**Page 210**
Competency 2.5:	Analyze the labor and delivery process	**Page 216**

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and referenced according to their related competency. **Page 224**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 225**

Teacher Background Information

Teacher Background Information

Rationale

Teen mothers are at greater risk for physical, social, and developmental problems than more mature mothers (National Center for Health Statistics, 1990). Infants of teen mothers are at risk as well. The most problematic outcome for infants of teens is low birth weight (LBW), which is less than 2500 grams or 5.5 pounds at birth. Infants born LBW to teenage mothers have the highest proportion of death and sickness in the first year of life (McCormick, 1985).

Pregnant teens are not at risk simply because of physiologic immaturity. Factors such as poor social support, abuse, neglect, poor nutrition, smoking, poor access to prenatal care, and other life patterns also contribute to the complicated risk of teen parenting. These factors often result from poor self-care habits and lack of care by the teen's adult care givers. The challenges of teen pregnancy, however, are not insurmountable. Prevention of poor outcomes in teen pregnancy requires the knowledge and skills important to good self-care and the development of social support systems.

Background

Confirmation of Pregnancy. Pregnancy lasts approximately 40 weeks, or 10 lunar months from the first day of the last menstrual period until the birth of the baby. Within the first six weeks of pregnancy, women with well-formed body images notice changes in their bodies. These "presumptive changes" usually motivate a woman to seek confirmation of the pregnancy. Pregnant teens, however, may not have well-formed body images, and may not be aware of early body changes. The pregnancy may also be so threatening to the teen that she may psychologically deny that she is pregnant. This denial may pervade all of her social relationships, despite observable signs of pregnancy. Parents, siblings, teachers, and friends may notice changes in the pregnant teen, yet fail to validate their suspicions until late in the pregnancy or even until the birth of the infant.

Pregnancy can be confirmed by the time of the first missed menstrual period by a urine home pregnancy test to detect hormone levels. If the test is positive, the result usually is accurate, and the teen should be encouraged to seek help from a health care provider. However, a negative test may be incorrect. If the level of the pregnancy hormones is not yet high enough to be detected in the urine, the teen might be pregnant even though the test is negative. A teen who suspects she is pregnant yet has a negative pregnancy test still needs to seek confirmation from a health care provider.

Absolute confirmation of the pregnancy can be made by the teen's health care provider. The fetal heart beat can be heard from 10 to 12 weeks of pregnancy. Fetal movements can be felt by the health care provider after 20 weeks. Abdominal ultrasound can be used as early as the fourth week of pregnancy. Trans-vaginal ultrasound can detect a gestational sac two weeks after implantation of the fertilized ovum.

Prenatal Care. Once pregnancy is confirmed, it is important for teens to seek prenatal care to receive screening for risk factors, determine necessary intervention for maternal health or fetal development problems, and to receive instruction in proper self-care. Teens will also need to communicate with their health care provider in order to distinguish between the discomforts of pregnancy and symptoms of more serious problems. Studies of prenatal care in teen maternity have demonstrated that teens who receive early and regular prenatal care achieve healthier pregnancies and give birth to more robust babies (Scholl, Miller, Salmon, Cofsky, & Shearer, 1987). However, teens are twice as likely as adult women to delay prenatal care until the third trimester, or to not receive prenatal care at all (Singh, Torres, & Forrest, 1985). School-age teens usually delay seeking prenatal care because they wish to conceal the pregnancy.

Developmental Tasks of Pregnancy. Adult pregnant women face four tasks (Rubin, 1984):

1. ensuring safe passage of self and fetus through pregnancy, labor, and childbirth
2. seeking acceptance of the baby by other people
3. making the commitment to the mother role
4. learning to give of oneself on behalf of the infant

Teens who are pregnant have to progress through the same tasks as adult women. Depending on cultural variations, however, some of the tasks require bargaining with family members with regard to who will take on the parenting role. Since many teens become pregnant accidentally, as a result of the belief "I didn't think it could happen to me," pregnant teens may initially face shock and grief, and will have to deal with these feelings as well as face the tasks of pregnancy.

Fathers also progress through developmental tasks. The father of the baby may or may not be a teen. If the teen father has decided to continue the relationship, and attends the GRADS program, the teacher has the opportunity to assist him in adapting to his changing partner support role and in becoming a father. If the male partner is not involved in the GRADS program, the teacher can assist the pregnant teen in understanding the responses of the father's baby to the pregnancy.

Researchers have found that men have many concerns during pregnancy. These include fears about whether the developing baby will be healthy at birth, about the mother's pain during childbirth, and about things that happen during the pregnancy that are not expected (Glazer, 1989). Men also worry about how all their relationships are changing, including the relationship with the pregnant partner, their male friends, and their families, as they begin the transition into the role of father (Lederman, 1984). Acceptance of the pregnancy and adjustment to the father role depends upon confrontation and resolution of conflicts between other accepted social roles and the father role.

Initial shock and resentment toward the pregnancy is normal for men of all ages, even for adult men who are happily married and planning the pregnancy. However, unlike the quickly replaced feelings of joy and protectiveness among adult men, teenage men usually feel confused and bewildered. Among teen couples who had a stable, loving relationship before the pregnancy, the male partner strives to overcome his worries; most fathers who did not have an emotional attachment to the mother abandon the relationship in favor of their established social roles.

The early months of pregnancy do not seem real to the baby's father. Attending prenatal visits with the mother, listening to the baby's heartbeat, and watching the fetal ultrasound may all help the father to grasp the reality of the pregnancy. The teen father may daydream about his role with the baby. In his fantasies he usually plays with a five- or six-year-old child (Jordan, 1990). In the later months of pregnancy, actively preparing for the baby by shopping for the car seat, painting the room for the baby, or making something for the baby, can aid the father's attachment to the fetus. Attending childbirth preparation classes helps the father's self-esteem in his partner and father roles.

During pregnancy, men recall how their father figures treated them. Taking on beliefs about what it means to be a father requires comparing the father figure's behavior with a fantasy ideal father. Resolving the task of becoming a father is easier for men who have had nurturing male role models (Fishbein, 1984). Teen fathers likely have more conflict with transition to fatherhood, as they are less likely to have had nurturing male role models.

Discomforts of Pregnancy. Many of the physical discomforts of pregnancy are a result of the hormones of pregnancy. Some of the hormones of pregnancy serve to keep the uterine muscle from contracting. Theses hormones have an effect on the smooth muscles of the rest of the body, including the stomach, intestines, veins, and urinary tract. The stomach, for example, does not empty itself of acid as regularly, which leads to nausea, vomiting, and acid indigestion. This can be relieved by drinking hot (e.g., caffeine-free tea; chicken broth), cold (ice water) or sour (grapefruit juice) beverages. "Sopping up" the acid with absorbent foods such as bread or crackers can also decrease acid irritation. Eating many small meals a day can decrease the acid build-up and consequently, the likelihood of vomiting.

Another effect of the hormone level during pregnancy is constipation, a condition that can be worsened by vitamin and iron supplements. Increased water and fiber in the diet decreases constipation. Women also can ask the health care provider to prescribe PRENATE-90, a pleasant vanilla-tasting prenatal vitamin that contains a stool softener.

Headaches are another common occurrence during pregnancy. Headaches in the first two trimesters of teen pregnancy are likely caused by not eating often enough and not sleeping enough. If headaches are not relieved by Tylenol, adequate sleep, or adequate eating, they should be reported to the health care provider. It is important to remember that during pregnancy, aspirin, Advil or other medications should not be taken without first checking with the health care provider.

Swelling of hands and feet and face in pregnancy is caused by retention of fluid. Lying down on the left side for a couple of hours every afternoon after drinking two large glasses of water or other healthy fluid can enhance blood return to the heart. The heart then pumps the blood to the kidneys, and the kidneys can help rid the body of excess fluid. When sleeping, lying on the left or right side is advisable. When a pregnant woman lies on her back the enlarged uterus can press on the vena cava, decreasing the amount of blood which returns to the heart from the lower extremities.

Symptoms of Complications. Teen parents should be aware of several symptoms that may indicate complications or problems during pregnancy. Vaginal spotting, for example, may be normal or may be a symptom of a potentially serious problem. One such problem is placenta previa, a condition in which the placenta lies over the inside mouth of the cervix. When bumped, bleeding or even hemorrhage can occur and be life threatening. In case of vaginal bleeding, the pregnant woman should contact the health care provider or go to the local emergency room. She should not engage in vaginal intercourse until after being evaluated by the health care provider. After assessment by the health care provider, she should follow instructions with regard to activity.

Other symptoms of complications include severe headaches, severe abdominal pain, a trickle or gush of fluid from the vagina, and fever greater that 100.6 degrees. A severe headache may be a sign of pregnancy-related high blood pressure (also known as toxemia, or pre-eclampsia). Severe headaches are steady, accompanied by throbbing, and are not relieved by Tylenol, rest, or food. Severe headache can be accompanied by visual disturbances such as blurred vision or spots or flashing lights. Severe upper abdominal pain or heartburn not relieved by antacids may be a symptom of pregnancy-related high blood pressure. A trickle or gush of fluid from the vagina may mean a leak or break of the sac that holds the amniotic fluid.

Finally, decreased fetal movement may also signal problems. After the 30th week of pregnancy, fetal movement testing should be performed every day. Some health care providers recommend fetal movement tests twice a day in case of problems such as maternal asthma and other chronic or acute illness (such as pregnancy-induced high blood pressure) in the mother, or if the fetus is not growing or developing as it should. Fetal movement counts are performed after eating a meal or a snack and drinking a glass or two of fluids early in the day. The pregnant woman then lies on her left side for one hour, counting how many movements she feels during that period. If there are less than 10 movements, she should eat a snack, drink another glass of fluid, and count the movements again. If the movements are still less than 10, the health care provider should be contacted.

Nutritional Needs During Pregnancy. Among teenagers who are pregnant for the first time, nutrition has the most important impact of all factors on maternal and fetal general health (Nyirati, 1993). Teenagers who are underweight before pregnancy have a greater chance of giving birth to smaller, more vulnerable infants than teenagers who are normal weight at the time of conception. Teens with low subcutaneous fat stores have a tendency to have premature labor, and consequently are at greater risk for giving birth prematurely (Naeye, 1981).

The current prenatal weight gain recommendation for teenage women starting pregnancy at a normal weight is 30 to 35 pounds. A gain of 30 to 35 pounds plus the deficit in pre-pregnancy ideal weight has been identified as the weight gain goal for underweight teens. The average weekly goal weight target recommendation is slightly more than three quarters of a pound throughout the pregnancy (Institute of Medicine, 1990). Teens who fail to gain an average of three quarters of a pound a week during pregnancy have been found to have one and one half to two times the risk of low birth weight infants than teens who gain the recommended weight during pregnancy (Nyirati, 1993). Healthy, normal weight women gain an average of 3 to 5 pounds in the first trimester, 12 to 15 pounds in the second trimester, and 12 to 15 pounds in the third trimester.

Weight loss during pregnancy is never recommended. Even teens who weigh more than 120 percent of their ideal weight before pregnancy need to gain at least 18 to 20 pounds in order to have a healthy pregnancy. Teens who lose weight or do not eat for long periods of time can produce ketones from the breakdown of body components for energy. Persistent presence of ketones can cause fetal neurologic damage or fetal death.

The Food Guide Pyramid (U. S. Department of Agriculture, U. S. Department of Health and Human Services, 1990) gives basic guidelines for healthy eating. The normal weight teen can be encouraged to increase her calories by 300 per day, while the underweight teen needs to increase by 500 calories per day. Much of the recommended calorie increase over the Food Guide Pyramid is the addition of 20 grams of protein. Eating six small meals a day, or 'grazing' is preferable to eating two or three large meals. Spreading food intake throughout the day will help to alleviate symptoms of nausea and vomiting in the first trimester; help to avoid dizziness and feelings of faintness associated with sudden drop in blood sugar; and decrease feelings of overfill associated with pregnancy.

Craving and ingestion of food that has no nutritional value is termed 'pica.' Examples of pica include the eating of clay, dirt, burned match sticks, starch, ice, or ashes. Certain pregnancy-related non-food cravings have cultural origins, and the tradition of a pica may be passed generationally. The teen may be embarrassed to disclose the nature of her food cravings. While some pica practices are harmless, others are toxic. The teen should discuss her pica practices with her health care provider to determine whether it is harmless or whether it is poisonous or interfering with the intake of healthy foods.

Positive Prenatal Environment. Self-care during pregnancy is accomplished in an environment where living patterns are caring, generally healthy, and regular. Where the environment does not promote self-care, the teen often engages in risk-taking behaviors. Risk-taking behaviors can interact to precipitate changes that interfere with fetal growth and development. Such risky behaviors include poor eating habits that result in maternal weight gain or weight loss during pregnancy, or anemia; continued use of substances such as tobacco, alcohol, and drugs; unprotected or unwanted sexual activity resulting in sexually transmitted diseases; and inattention to symptoms of illness that can lead to serious infections such as pyelonephritis, TORCH (acronym for treponema, cytomegalovirus, rubella, herpes, and others), pregnancy-associated hypertension, and other illnesses.

Research has clearly demonstrated that family and other social supports buffer stress during the pregnancy of a teenager. As a consequence, family and other social supports seem to improve maternal and infant outcomes (Turner, Grindstaff, & Phillips, 1990). While the exact mechanism by which social supports improve outcomes in teen pregnancy is not well understood, the stability of supportive relationships seems to be an important factor. When young mothers are in a nuclear family with parents who give consistent care throughout the pregnancy, their babies are healthier (Boyce, Schaefer, & Uitti, 1985).

Along with parental care and family routine, parental respect seems to play an important role in self-care by pregnant teens. When parents show respect for individuality of the teen, the outcomes seem better. Such parents balance allowance for self-regulation by the adolescent with continued dependence on parents for care as needed (Nyirati, 1993).

Since pregnancy is a crisis that brings additional stressors to partner or family relations, domestic violence may become an issue. The pregnant teen may reside in a family where she has been victimized all her life–sexually, physically, or emotionally. However, violence may begin or heighten during pregnancy. Physical violence can result in injury or death of the pregnant teen, or sickness or death of the fetus (Bohn, 1990). If hit, kicked, punched, or knocked down during pregnancy, the teen needs to seek health care immediately for evaluation of the fetus and herself. If her blood type is Rh negative, she likely will need an injection of RhoGam to prevent formation of antibodies against the fetus. She will need to remain alert for and report signs of vaginal bleeding, decreased fetal movement, or contractions that could occur in the following days.

During pregnancy women who have been victimized by sexual abuse usually experience an increase in the number, and in the attendant emotional intensity of memories related to the abuse. Some women are afraid of giving birth to a girl because they fear sexual abuse of the girl child. Some women who were abused by a male are afraid of giving birth to a boy because they fear the boy may grow up to be an abuser.

Pregnant teens smoke in greater numbers than teens who are not pregnant (Pletsch, 1989). Researchers have conclusively documented a significant relationship between maternal cigarette smoking during pregnancy and low infant birth weight (Rush & Cassano, 1983; Meyer, Jonas, & Tonascia, 1976; Prager, Malin, Spiegler, Van Natta, & Placek, 1984). Moreover, the odds of low birth weight increases by 26 percent for every five additional cigarettes smoked per day (Kleinman & Madans, 1985). Two theories have been implicated in the relationship of smoking to LBW. First, smoking may reduce caloric intake, thus indirectly reduce birth weight (Garn, Shaw, & McCabe, 1977). Second, fetal oxygen deprivation may occur as a result of changes in utero-placental structures that occur in the presence of elevated blood levels of nicotinic acid (Manning & Feyerabend, 1976; Asmussen, 1980). Studies have found that even in women who smoked before pregnancy, cessation early in pregnancy significantly contributes to LBW prevention.

Intake of alcohol at any time during pregnancy is considered unsafe. Before she realizes she is pregnant, the pregnant woman can expose the fetus to alcohol during the critical time of organ formation in the first month of pregnancy. Alcohol passes through the placenta to the fetus, causing a cluster of problems in the infant known as fetal alcohol syndrome. The infant with fetal alcohol syndrome can have growth retardation and physical birth defects, as well as mental birth defects such as severe learning disabilities and even mental retardation. Ongoing alcohol drinking during pregnancy can cause decreased absorption of nutrients by the gastrointestinal tract, contributing to less availability of nutrients to the developing fetus.

Breastfeeding. Because human milk provides the infant with perfect nutrients, gives immunity against illness, and promotes healthy psychosocial development in the infant, breastfeeding has been recommended by the American Academy of Pediatrics for at least the first 6 to 12 months of life (Committee on Nutrition, 1992). Women are more likely to breastfeed when they have been taught about the benefits of breastfeeding. Cultural beliefs dictate length of years to breastfeed.

Preparation for breastfeeding should begin in the second and third trimesters of pregnancy, in an environment where women have contact with other women who have breastfed and where information and education is given about breastfeeding (Shoham-Yakubovich, Pliskin, & Carr, 1990). The only absolute reasons NOT to breastfeed are maternal breast cancer, maternal AIDS, use of certain maternal medications, and an infantile disease known as galactosemia. Teen mothers are often not as comfortable with breastfeeding as older mothers. They also may not have family and partner support for breastfeeding.

Sexually Transmitted Diseases (STDs). Every year approximately 3 million teenagers are infected with a sexually transmitted disease (STD). Many women and men have no symptoms of an STD. Pregnant women routinely undergo screening for STDs as a part of prenatal care. STD during pregnancy poses a risk to the fetus, as STDs can cause miscarriage, premature rupture of membranes, premature birth, birth defects, and death of the fetus. Pregnant women can be at risk for serious illness and even death. For all STDs, both female and male partners must be treated. During pregnancy, the woman's health care provider will give treatment to the woman. Sometimes the health care provider will give treatment to the male partner as well. If not, the male partner needs to get treatment from his health care provider or local health department STD clinic. The couple should not resume vaginal or other intercourse until both are tested to make sure the infection has been completely cured. If one STD has been diagnosed chances are great that the couple is infected with another STD.

Labor and Delivery. Preterm labor occurs before 37 completed weeks of pregnancy. Since teens are at high risk for preterm labor, it is important for the teen to have a discussion with her health care provider in order to understand the difference between normal discomforts in pregnancy and the signs and symptoms of preterm labor.

The onset of preterm labor may be insidious. The teen may not realize that the character and quality of sensations in the abdomen have changed. Also, the symptoms of preterm labor can be vague. Preterm labor contractions may be painless. Preterm contractions may be perceived as a hardening, tightening, or balling up of the uterus.

The baby born preterm faces many potential problems. The sooner the baby is born before 37 weeks, the more problems the baby faces. Some of the problems include difficulty regulating body temperature and not being able to suck or swallow in a coordinated fashion, making it difficult to eat. The most frequent problem is possible immaturity of the respiratory system. Babies born preterm often require special nursing care until their lungs are mature and are hospitalized in the neonatal intensive care unit.

Labor usually begins between 38 and 42 weeks of pregnancy. In the last two to three weeks of pregnancy before the onset of true labor women experience symptoms of impending labor such as: "bloody show," a thick and pink-tinged vaginal discharge; "lightening," a perception that the fetus has dropped lower in the pelvis; Braxton-Hicks contractions; and an energy burst two to three days before labor begins. Approximately one tenth of women will experience rupture of the amniotic sac before the onset of labor. Rupture of membranes (ROM) usually causes labor. If ROM occurs, the woman should immediately contact her health care provider.

References for Teacher Background

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Learning Activities

Competency 2.1: Analyze pregnancy health care

Group learning activities appear on left-facing pages; individual activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. Read **Confirming Pregnancy: Common Questions** (p. 225). As a class, list various community agencies and health care providers who could serve as resources in confirming pregnancy. Add these resources to your Resource Notebook. (2.1.1, 2.1.2)

Unit 2: Pregnancy, Wellness, and Prenatal Care

Competency Builders:

2.1.1 Identify signs and symptoms of pregnancy
2.1.2 Confirm pregnancy
2.1.3 Identify the father's role in prenatal care
2.1.4 Identify support systems for prenatal care (e.g., extended family, friends)
2.1.5 Evaluate prenatal care providers
2.1.6 Obtain ongoing prenatal care
2.1.7 Communicate with the health care provider
2.1.8 Identify the stages of fetal development
2.1.9 Describe the medical procedures conducted during prenatal care
2.1.10 Identify factors within own control that are associated with premature birth and low birth-weight babies
2.1.11 Identify warning signals of complications during pregnancy
2.1.12 Identify the steps for obtaining emergency assistance for dealing with complications
2.1.13 Critique misconceptions regarding pregnancy and childbirth
2.1.14 Demonstrate ways to relieve the discomforts of pregnancy
2.1.15 Identify typical emotional responses to pregnancy of teen mother, young father, grandparents, and other family members

Individual Learning Activities

a. **For expectant mothers:** In consultation with your teacher, identify personal signs and symptoms of pregnancy. List steps you need to take to confirm pregnancy and resources for pregnancy confirmation available to you, such as those listed below. (2.1.1, 2.1.2, 2.1.15)

(1) Types and availability of facilities for pregnancy testing
(2) Money for testing
(3) Accessibility to testing facilities
(4) Parental support
(5) Other support

Processing Questions

- *What do these symptoms mean to you?*
- *What is your experience with pregnancy?*
- *What have you heard regarding pregnancy?*

Teacher Note: Many of your students have already confirmed their pregnancies and will not need this activity. However, students in your school who suspect they might be pregnant may seek you out to talk about it.

OR

a. **For expectant fathers:** Read and discuss materials related to the father's role in prenatal care. If possible, participate in a simulation of the physical demands of pregnancy. Make a list of the resources you can provide for the expectant mother during the prenatal period, such as those listed below. (2.1.3)

(1) Money
(2) Transportation
(3) Parental support
(4) Other support

Processing Questions

- *What does this pregnancy mean to you?*
- *What have you heard about pregnancy?*
- *What are your experiences with pregnancy?*

Teacher Note: If possible, obtain the Empathy Belly presentation from a community resource.

Competency 2.1: Analyze pregnancy health care *(continued)*

Group Learning Activities

b. Make a list of physical, social, and emotional changes that might happen to father and mother during pregnancy. Looking at the list of changes, identify types and sources of support that would be important during pregnancy. In small groups, use newsprint and markers to create a web illustrating a good support network for pregnancy. Share your web with the class. Note similarities and differences between the web illustrations. (2.1.3, 2.1.4)

Processing Questions
- *How did you decide what types of support were important to include in your web?*
- *What would happen if one or more of these sources of support were not available?*
- *What might make it difficult for a teen parent to build a web of support?*
- *What factors or values determine the extent of support systems?*

Teacher Note: Develop and have teen fathers participate in a teen fathers' support group.

FHA/
HERO

c. Organize a pot-luck dinner with your parents to share information and resources available for teen parents. Invite a panel of present and former teen parents to relate their experiences during pregnancy and the support systems they used. Offer pamphlets from community resources that provide assistance to teens during pregnancy. (2.1.4, 2.1.15)

d. In small groups, make a list of things fathers can do to support pregnant mothers. Share your list with the class. Compare your ideas to those on **Facts for Fathers** (p. 226). (2.1.3)

Processing Questions
- *What are the consequences of having the support of fathers during pregnancy? Not having the support of fathers during pregnancy?*
- *Why is it difficult for fathers to feel involved?*
- *What knowledge and skills do fathers need to take an active role in pregnancy?*

Individual Learning Activities

b. Write or tape-record a journal entry describing your reaction to your pregnancy (or your partner's pregnancy). Discuss how you feel the pregnancy will influence your future. Use the questions below to guide your reflection. (2.1.15)

(1) What are your feelings regarding this pregnancy?
(2) What do you need to do regarding this pregnancy?
(3) What plans do you need to make regarding this pregnancy?
(4) How will these plans affect your goals? Your future?
(5) How will the pregnancy affect others?

c. Write a script describing how you will tell your parents about the pregnancy. Describe the different reactions your parents might have and how you would react to each. Share your script and reactions with your teacher. (2.1.15)

Teacher Note: Do this only with students who are preparing to inform their parents about their pregnancy. Give the **pregnant** students a time frame in which to tell their parents, perhaps seven days. Some students need extra support (such as from a guidance counselor or teacher) when they inform their parents.

d. Complete **Creating a Support Network for Pregnancy** (p. 227). (2.1.4)

Competency 2.1: Analyze pregnancy health care *(continued)*

Group Learning Activities

e. Invite a professional to class who provides health care to pregnant women. In listening teams, choose a topic listed below and write questions to ask the speaker about your topic. Following the presentation, develop a skit for the class that illustrates the information you have learned. (2.1.5, 2.1.6, 2.1.7, 2.1.11, 2.1.12)

(1) Places where prenatal care is available and procedures for making an appointment
(2) Communicating with health care providers during prenatal care and important questions to ask
(3) Warning signals of complications during pregnancy
(4) Steps for obtaining emergency assistance in dealing with complications

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f. As a class, list medical procedures that you have heard about that are performed during pregnancy. In pairs, use library, classroom, or computer information network resources to research one of these procedures, such as those listed below. Present your findings to the class. Be sure to identify the sources of your information. (2.1.9)

(1) Pap smear
(2) Internal exam (pelvic exam)
(3) Blood tests
(4) Blood pressure
(5) Ultrasound
(6) Glucose tolerance test

Processing Questions

- *Why should expectant parents be aware of these procedures?*
- *Why might some expectant parents be afraid of tests done during pregnancy?*
- *What questions should expectant parents ask their health care providers about these tests?*

Individual Learning Activities

e. Write the practical problem, "What should I do about prenatal care?" Make a list of the advantages and disadvantages of obtaining and not obtaining early prenatal care. Once you have made a decision about the importance of prenatal care, decide what health care provider you will use for prenatal care. Consider the factors listed below. Make your decision and call for a first appointment. (2.1.5, 2.1.6, 2.1.7)

(1) Qualifications of health care provider (doctor, nurse practitioner, midwife, or other licensed practitioner)
(2) Availability of emergency care
(3) Personal relationship with the health care providers
(4) Fee structure and acceptance of insurance
(5) Nearness to home and school
(6) Accessibility and office hours

f. Make a list of questions you have about your first visit to the doctor. Discuss with your teacher what to expect at your first visit. Read **Tests During Pregnancy** (p. 228) and describe medical procedures conducted during the first visit and throughout prenatal care. (2.1.7, 2.1.9)

Processing Questions

- *What instruments and equipment will be used during a prenatal and vaginal exam?*
- *What blood tests will be taken during the initial visit and what is the purpose of these tests?*
- *How will you and your doctor determine your due date?*

Competency 2.1: Analyze pregnancy health care *(continued)*

Group Learning Activities

g. In three groups, choose one of the trimesters of pregnancy listed below, research that trimester, and complete **What to Expect During Pregnancy** (p. 229). Use classroom resources such as videos, posters on fetal development, textbooks, or library resources to research your information. Present your information to the class and involve them in actively learning about your topic by developing a crossword puzzle, game, or word search that includes important information. (2.1.8)

(1) First trimester: weeks 1 through 12
(2) Second trimester: weeks 13-28
(3) Third trimester: weeks 29-40

Teacher Note: Organize students according to their present trimester of pregnancy. For those students who have already given birth, offer the option of choosing a group and being the expert who can share experience and guide research through resources.

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h. Read **Your Healthy Pregnancy – Complications You Should Be Aware Of** (p. 230) and **When To Call Your Doctor** (p. 231). In pairs, create role plays illustrating what to do in emergency situations related to pregnancy, such as those listed below. (2.1.11, 2.1.12, 2.1.14)

(1) You have a severe headache and are seeing some spots before your eyes. Your boyfriend recommends you take some aspirin.
(2) You notice a swelling in your face and hands when you wake up one morning.
(3) In the first month of your pregnancy, you are sick in the morning.
(4) You are getting occasional headaches just before lunch.
(5) In your eighth month of pregnancy, you notice you haven't felt the baby move much in the last day or so.

Processing Questions

- *Why is it important to be aware of complications during pregnancy?*
- *What would happen if a pregnant woman did nothing about these symptoms?*
- *What is the difference between a discomfort and an emergency?*

Individual Learning Activities

g. Draw a picture of your first visit to your health care provider. Share the drawing with your teacher and discuss your response to the questions below. (2.1.5, 2.1.7)

(1) Do you feel comfortable with this health care provider?
(2) Were you able to ask questions? Did you get answers you were able to understand?
(3) Was everyone present (expectant father, mother, or other family member) involved during the visit?
(4) Did you feel you were treated with kindness and respect?
(5) What are your options if you are not comfortable or satisfied with your health care provider?

Action Project

h. Following your first prenatal care appointment, complete **My Prenatal Visits** (p. 232). Throughout your pregnancy, complete this form for each appointment. Keep your completed forms in a notebook or folder. Before each appointment, review your progress and make notes as to the questions that you want to ask the doctor. Working with your teacher, periodically review your progress in keeping good records during your prenatal care. As needed, make changes in your record-keeping habits or in getting answers to your questions. (2.1.6, 2.1.7)

Competency 2.1: Analyze pregnancy health care *(continued)*

Group Learning Activities

FHA/HERO

i. Use classroom resources to define *premature birth* and *low birth weight*. Using literature from local resources such as the March of Dimes, identify factors that you can control to prevent premature birth or low birth weight. Visit a local hospital to see where premature or low birth-weight babies are cared for. Develop a service project to support parents who have hospitalized children who were born prematurely or had low birth weight. Design "care baskets" for these parents to include things they might be able to use while spending long hours in the hospital or produce and donate quilts for these babies. Enter the Chapter Service Project Star Event to receive recognition for your project. (2.1.10)

j. Make a list of advice you have heard about pregnancy and childbirth. Using **Good Advice or Bad?** (p. 233) and your own list of advice, write each item of advice on a separate index card. Shuffle the cards. In pairs, choose one or more cards and decide how you should go about finding out if the advice is reliable. Use the questions below to guide your research. Seek out the information you need to know, make a decision about the reliability of the advice, and revise the advice as needed. Present your findings and advice to the class. (2.1.13)

(1) Where could you go to get information about this topic (such as book, magazine, expert or health care provider)?
(2) How can you tell if the source of information you selected is reliable?
(3) What are the consequences of following advice that is reliable? Unreliable?

Teacher Note: Use **Good Advice or Bad? Information You Should Know** (p. 234) to help students decide whether the advice is reliable. The most important outcome of the activity, however, is helping students learn where to go to get reliable information about pregnancy.

FHA/HERO

k. Create posters promoting good prenatal care and display at a local clinic or doctor's office. Take pictures of the displayed posters for your chapter's notebook of activities. (2.1.6)

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Individual Learning Activities

i. Use classroom and library resources such as videotapes, posters, and textbooks or pamphlets to learn about fetal development. Using markers, crayons, or colored pencils, draw a picture of what your child or fetus looks like at this time. Visualize hair, skin tone, eyes, development of body, arms, legs, etc. Then pretend you are your child and write in the first person to explain what you are learning and the important development you are accomplishing. Repeat this activity throughout your pregnancy, periodically drawing a picture of your developing fetus and writing a letter from the child's perspective. Collect these pictures and letters in a scrapbook that you will some day share with your child. (2.1.8)

Teacher Note: As an alternate activity, students could make a photocopy of the picture taken of the baby during the ultrasound, then continue to write about what the child is experiencing.

j. Read **When to Call Your Doctor** (p. 231) and post this information at home. Working with the information from your pregnancy support network, develop a plan to use if an emergency should arise. Outline the steps showing who you would call and what you would do. With your teacher, role-play making a telephone call to report symptoms, including the information below. (2.1.11, 2.1.12)

(1) Your full name and month of pregnancy
(2) A description of your exact symptoms
(3) When the symptoms happened and how long they occurred

k. **Family Involvement:** Interview your mother and other women who have experienced pregnancy about what it was like when they were pregnant. List common discomforts and when they occurred. Use classroom and community resources, including your doctor or clinic to determine ways to relieve some of these common discomforts. (2.1.14)

Competency 2.2: Develop a plan to meet the nutritional needs of pregnant women

Group Learning Activities

a. Watch a teacher demonstrate making muffins using **Muffins and Babies** (p. 235). Discuss the similarities between food products missing proper ingredients and a mother not eating foods that will nurture an unborn child. (2.2.6)

Processing Questions
- *How might a teen's eating habits change during pregnancy?*
- *Who is influenced by a teen's eating habits during pregnancy?*
- *What are the consequences of good nutrition for you? Your baby?*
- *What are the consequences of poor nutrition for you? Your baby?*

Teacher Note: As an alternate activity, have students complete this activity in small groups. This could be videotaped or photographed and shown to parents and others.

FHA/ HERO

b. Use classroom resources such as videos and pamphlets to identify the guidelines for a good diet during pregnancy and the consequences of a poor diet on the developing fetus. Plan three days worth of menus for pregnancy. Display your menus using pictures, drawings, and food models. Plan and prepare a meal from your menu. Invite your parents to class to enjoy the meal with you. (2.2.1, 2.2.6, 2.2.7)

Teacher Note: If possible, have students work in pairs to find nutritional guidelines on a computer information network.

c. Collect menus and nutrition information from fast food restaurants in your community. In small groups, choose a menu from each of the restaurants that is lower in fat, sodium, and sugar. Use the nutrition information to evaluate your menus. Develop a list of guidelines for eating healthy foods at fast food restaurants during pregnancy. Compare your guidelines to **Fast Food Choices for You and Your Baby** (p. 238). (2.2.1, 2.2.7)

Processing Questions
- *How do your feelings about fast food conflict with your knowledge of prenatal nutrition?*
- *What would happen if you ate a lot of fast foods during pregnancy?*
- *What changes will you need to make to eat healthy fast foods during your pregnancy?*

Unit 2: Pregnancy, Wellness, and Prenatal Care

Competency Builders:

2.2.1 Identify the nutritional requirements for a healthy mother and baby
2.2.2 Analyze the function of the placenta
2.2.3 Identify standards for appropriate weight gain during pregnancy
2.2.4 Identify effects of inadequate or excessive weight gain during pregnancy
2.2.5 Assess weight gain against established standards
2.2.6 Identify effects of poor nutrition during pregnancy
2.2.7 Develop written meal plans for term of pregnancy

Individual Learning Activities

a. Keep a record of everything you eat over a 24-hour period. Read **Pregnancy: A Time for Good Nutrition** (p. 236). Total your servings in each food group described on the handout. Use classroom resources to determine the caloric content for the foods you have eaten and compare your caloric intake to that recommended for pregnant women. Evaluate the nutritional adequacy of your 24-hour diet and make recommendations to improve your eating habits during pregnancy. (2.2.1, 2.2.6, 2.2.7)

Teacher Note: As an alternate activity, a computer program on nutrition could be used to help students analyze their food intake.

Action Project

b. Complete **The Building Blocks of a Healthy Pregnancy** (p. 237) on a weekly basis throughout your pregnancy. Evaluate your progress toward a healthy diet and make changes in your eating habits as needed. (2.2.1, 2.2.7)

Processing Questions
- *How do your eating habits affect your unborn baby?*
- *Why is eating healthy important to you and your baby?*
- *What do you need to change in your diet?*

c. Complete **How Much Weight Should I Gain?** (p. 239). Use newsprint and markers to develop a graph showing your weight gain from the data you have recorded on the handout. (2.2.3, 2.2.4, 2.2.5)

Competency 2.2: Develop a plan to meet the nutritional needs of pregnant women *(continued)*

Group Learning Activities

d. Use classroom resources to define *placenta* and analyze its function in your baby's health and development. (2.2.2)

e. On the chalkboard, list questions you have about weight gain during pregnancy. Use classroom resources to identify the appropriate weight gain for pregnant teens and the reasons for the recommended weight gain. Use markers and newsprint to develop a poster illustrating the following information about weight gain during pregnancy. (2.2.3, 2.2.4)

(1) Increased blood volume = 3 1/2 lbs.
(2) Breasts = 1/3 lbs.
(3) Placenta = 1-1 1/2 lbs.
(4) Amniotic fluid = 2 lbs.
(5) Increased fluids in the mother's body = 3 lbs.
(6) Uterus = 2-3 1/2 lbs.
(7) Mother's tissue stores = 8-10 lbs.
(8) Uterus = 2-3 1/2 lbs.

Processing Questions

- *What would you say to a woman that was proud of gaining only five pounds during her pregnancy?*
- *Why should a pregnant woman be aware of how much weight she is gaining?*
- *What would happen if a woman failed to gain weight appropriately during pregnancy?*

Individual Learning Activities

d. Read **What Is Low Birth Weight?** (p. 240). Explain how low birth weight can be a consequence of a mother's improper diet during pregnancy. (2.2.4)

e. **Family Involvement:** Share your knowledge about good nutrition during pregnancy with your parent(s). Working together, plan one week's menus and snacks that would contribute to your good health and that would also meet the family's budget, likes and dislikes, and nutritional needs. Shop for the food you need, and share responsibility for preparing the menus you have planned. At the end of the week, assess your food intake and get your family's reaction to the menus. Share your experience with your teacher. (2.2.7)

Competency 2.3: Create a positive prenatal environment

Learning Activities

Group Learning Activities

a. Individually, write or draw a response to the statement, "Expectant parents have no control over the health of an unborn child." Share your responses with the class and identify examples of situations in which the actions of expectant parents can have a direct effect of the health of an unborn child. Then identify other factors that can affect the health of an unborn child over which expectant parents have no control. Looking at the two lists, identify the actions expectant parents should take to increase the likelihood of a healthy baby. (2.3.2)

Processing Questions

- *What responsibilities do expectant parents have for their unborn child?*
- *Who is affected by expectant parents' healthy or unhealthy behaviors during pregnancy?*
- *What kinds of behaviors would you consider to be healthy? Unhealthy? Why?*

b. Collect information on different kinds of birth defects and statistics about birth defects and display them in the classroom. In small groups, choose one type of birth defect and use information from videotapes, classroom resources, and community organizations such as the March of Dimes, to make a chart showing what causes that defect, the consequences of that defect for baby, family, and the community, and ways in which that defect could be prevented. Post your charts around the classroom. (2.3.3)

Processing Questions

- *What can expectant parents do to lessen the chance of birth defects?*
- *Why should expectant parents be aware of birth defects and their causes?*
- *What support exists for parents who have children with birth defects?*

Unit 2: Pregnancy, Wellness, and Prenatal Care

Competency Builders:

2.3.1 Identify support systems (e.g., emotional, financial)
2.3.2 Implement positive health habits
2.3.3 Identify strategies for lessening the chances of birth defects
2.3.4 Evaluate effects of drugs, alcohol, and tobacco ingestion on the fetus and mother
2.3.5 Identify environmental chemicals that can harm the fetus and mother
2.3.6 Identify effects of a positive emotional prenatal environment on individual family members and the family unit
2.3.7 Evaluate effects of domestic violence on the fetus and mother during the prenatal period
2.3.8 Identify resources that provide for the physical and emotional safety of pregnant women
2.3.9 Evaluate the need for prenatal exercise and fitness
2.3.10 Prepare for breast feeding

Individual Learning Activities

Action Project

a. Read **Healthy Choices for a Healthy Baby** (p. 241). Working with your teacher, assess your health habits and set goals to create a positive prenatal environment for your child. Trace your progress toward these goals and evaluate your efforts with your teacher on a regular basis. Set new goals as needed. (2.3.2)

Teacher Note: The assessment rubric shown on **Maintaining Good Prenatal Care** (p. 242) can be used to help students evaluate their progress on this project.

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b. Collect and review brochures from community health organizations such as the American Cancer Society, the American Lung Association, or the March of Dimes about birth defects and what an expectant mother can do to lessen the chances of birth defects. Add the information you collect to your Resource Notebook. Select important information and teach it to other teen parents. Review your goals for a healthy pregnancy with your teacher and describe how these goals will help lessen your child's chances of birth defects. (2.3.3)

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Competency 2.3: Create a positive prenatal environment *(continued)*

Group Learning Activities

c. For 60 seconds, use a cocktail straw for breathing. Be conscious of your breathing rate, thoughts, and feelings. After the activity, write your thoughts on how you felt and the potential health effects of continuing this type of breathing, especially if you are pregnant. Explain how this activity represents the reduced oxygen a baby receives when a pregnant woman smokes. Use resources such as those from the March of Dimes, to identify the harmful effects of smoking for teenagers and pregnant teens. (2.3.4)

Processing Questions

- *Why do you think some teens continue to smoke during pregnancy even though they know it might harm their child?*
- *If you were an unborn child, how would you feel about your mother or father smoking before you were born?*
- *What can teen parents do to get the support they need to stop smoking during pregnancy?*

d. In small groups, investigate the methods of use, health hazards to the mother and fetus, and long-term effects of the categories of drugs listed below. For resources, contact the March of Dimes or other community resources for pamphlets regarding prenatal exposure to drugs. As a small group, create a learning center about one type of health hazard that presents the most important information teen parents should know about that hazard. Display information in creative ways and design tasks to involve your fellow students in the center, such as games, videotapes, or simulations. When all groups have completed the learning centers, visit each center and participate in the activities. (2.3.5)

(1) Illegal drugs, such as marijuana, cocaine, and heroin
(2) Prescription drugs
(3) Over-the-counter drugs
(4) Caffeine

Individual Learning Activities

c. Using resources you collected in the previous activity, determine the potential effects for an unborn child when a mother smokes or is around people who smoke. Read the case studies below and determine what you would do if you were the expectant parent in that situation. (2.3.4)

(1) Mary is 14 years old and in her fourth month of pregnancy. She smokes one package of cigarettes a day. Her doctor and teacher have given her information about the hazards of smoking for the unborn baby. She feels smoking is relaxing and does not want to stop.

Processing Questions

- *Why do you think Mary smokes?*
- *Why do you think teens smoke?*
- *Does smoke reach the fetus? How?*
- *Should Mary continue smoking?*
- *If the mother is around other smokers, can it affect the fetus? Why or why not?*

(2) Shannon is 13 years old and pregnant. Her teacher has been discussing some of the dangers to avoid during pregnancy. Her teacher keeps saying that smoking tobacco causes the baby to have a low birth weight and that low birth weight is the greatest birth defect. Shannon has been smoking since she was 11 years old, and does not believe her teacher. After all, Shannon's friend, who smoked while she was pregnant, had a seven-pound, eleven-ounce baby.

Processing Questions

- *How will you convince Shannon to stop smoking?*
- *What reasons for not smoking can you give Shannon besides reasons related to the effects of smoking on her baby?*
- *What would you do if you were Shannon?*

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d. Create a script to convince a friend who is pregnant not to drink or use drugs. Include the most important reasons for avoiding drugs or alcohol while pregnant. Share your script with your teacher. (2.3.4, 2.3.5)

Competency 2.3: Create a positive prenatal environment *(continued)*

Group Learning Activities

e. Divide the class into two groups. Write the hypothetical law below on the chalkboard. With each group taking opposing sides, debate whether the proposed law should be kept or repealed. Consider the effects of the law on the mother, the child, and society. Use information learned in class to support your arguments. (2.3.2)

(1) It is a criminal offense if a pregnant woman does not take care of herself. She can be prosecuted if she does not eat properly, is on drugs, or is not responsible for how she cares for herself and the baby if the baby is born with a birth defect.

f. Make a list of reasons that teens drink, such as those given below. Use classroom resources to identify the birth defects related to heavy alcohol use and the definition and symptoms of Fetal Alcohol Syndrome (FAS) and FES. For each reason you gave for drinking, counteract that reason with a reason *not* to drink. (2.3.4)

(1) It's fun.
(2) It makes it easier to ask for a date.
(3) Everyone does it.
(4) It's a way to celebrate.
(5) It's a way to relax, get high, and/or cope with stress.

g. A pregnant teen and an expectant father are being pressured to drink at a party. Use practical problem solving to decide what each person should do. Draw a picture of the teens at this party, explaining what they would say and do according to your decision. Discuss the impact of drinking and/or not drinking alcohol on the pregnant teen, the expectant father, and the fetus. (2.3.4, 2.3.2)

Individual Learning Activities

e. On a large piece of newsprint, use markers to illustrate in words and pictures items found in your home, school or work site that can affect the health of you and/or your child. Use classroom, library, or computer information network resources to determine the consequences of exposure to these items. (2.3.5)

Processing Questions

- *What kinds of chemicals should you be aware of in your environment?*
- *What responsibility do you have to eliminate or avoid these hazards to maintain your health and the health of your child?*
- *What actions should you take with regard to these items?*

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f. Write or tape-record a letter to your baby explaining what you are doing to make sure your baby will be born healthy. Include strategies you intend to follow to ensure the health of you and your baby and describe what support systems you will need to implement those strategies, such as those listed below. Share your letter with your teacher and evaluate your support system for providing a healthy prenatal environment. (2.3.2, 2.3.1)

(1) Emotional
(2) Financial
(3) Family
(4) Community

Processing Questions

- *What barriers exist to getting the support you need to provide a positive prenatal environment for your child?*
- *Are there any parts of your support system that you need to strengthen? Why or why not?*
- *What are the consequences for you of having a support system to provide a positive prenatal environment? What are the consequences for your child?*
- *What would happen if all expectant parents provided a positive prenatal environment for their unborn children?*

Teacher Note: As an alternate activity, ask students to pretend they are their baby. Ask them to create a story book about what they would want their parents to do to help them be born healthy.

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g. Read **A Young Mother's Story . . .** (p. 243). Explain how the emotional, physical, and psychological stress of being a parent may contribute to a dependency on drugs, alcohol, and/or smoking. (2.3.4)

Competency 2.3: Create a positive prenatal environment *(continued)*

Group Learning Activities

FHA/ HERO

h. Invite a panel of representatives from community agencies that inform prospective parents about healthy prenatal care, such as March of Dimes, the American Lung Association, and the American Cancer Society, or those agencies who provide services to expectant parents such as the Department of Human Resources or WIC. Ask panel members to explain support systems expectant parents should develop in order to create a positive prenatal environment for their child. Invite your parents to attend. To summarize the presentation, make a list of those services and types of support which are part of your individual support system, and a second list of those support services that you would like to add to your support system. (2.3.1)

FHA/ HERO

i. Develop posters or brochures about the precautions to take during pregnancy so the children of the future are born healthier. Display in local health agencies or clinics. Take photos of the displayed items for your chapter notebook. (2.3.2)

FHA/ HERO

j. Contact an area domestic violence shelter to invite a speaker about the effects of domestic violence on the fetus and the mother during the prenatal period. Identify strategies for taking action to protect self or family members from abusive situations. Plan and participate in training to develop assertiveness skills. (2.3.7)

Individual Learning Activities

Action Project

h. Working with your teacher, identify issues related to your physical or emotional safety during pregnancy, such as those listed below. Choose one of these issues of interest to you and collect information about safety guidelines or sources of support around that issue during your pregnancy. Identify important facts about that issue and design a poster, brochure, or videotape to communicate that information. Present or display your work to a real audience, such as teen parents in a class or patients in a clinic waiting area. Use a survey to get feedback from the audience about the effectiveness of your work. (2.3.8)

(1) Physical health/complications during pregnancy
(2) Dealing with stress
(3) Exposure to abuse or violence
(4) Automobile safety

i. **Family Involvement:** Read **Principles of Good Body Mechanics** (p. 244-245). Ask your parent(s) to observe you in your normal activities around the house and check to see if you are moving according to the guidelines on the handout. (2.3.9)

Action Project

j. Read **General Exercise Guidelines** (p. 246-248). Develop a schedule to exercise daily. Keep a record of your progress throughout your pregnancy. Record in your journal how your regular exercise affects your well-being. Write or record this in your journal weekly. Periodically evaluate your exercise program with your teacher and make changes as needed. (2.3.9)

Processing Questions
- *How does doing your schedule of exercise make you feel?*
- *What benefits do you think this program will have for you? Your baby?*
- *What barriers might be keeping you from doing the exercises you have planned?*
- *What sources of support could you turn to to implement your plan and stay in good condition during your pregnancy?*

Competency 2.3: Create a positive prenatal environment *(continued)*

Group Learning Activities

FHA/HERO

k. Working with the staff of a violence shelter, identify a service learning project for your chapter. For example, investigate alternatives for minor (under 18) age pregnant or parenting teens who are victims of domestic violence. Since many shelters do not accept minor-age violence victims, you may need to develop an advocacy campaign on this issue. Develop letters to send to community leaders and legislators. Track the responses to these letters and monitor progress toward your selected issue. Enter the Chapter Service Project Star Event with your project. (2.3.7)

FHA/HERO

l. As a Student Body project, hold a fitness day to learn about appropriate exercises for pregnancy. Invite a guest speaker to lead the class in exercises. Plan and prepare a healthy snack to end the session. (2.3.9)

m. In three groups, choose one of the infant feeding methods listed below. Collect newspaper and magazine articles, videotapes and other classroom resources, information from a computer network, or library books that describe that feeding method. Using markers and newsprint, create a chart showing the advantages and disadvantages of that method. Present your chart to the class and post it in the classroom. Individually, write or record a journal entry about what you have learned and your feelings about each method. Discuss the feeding options with your family and your partner. Write or record a second entry about their thoughts and feelings about each method. (2.3.10)

(1) Breast feeding
(2) Formula feeding
(3) A combination of breast and formula feeding

Individual Learning Activities

k. Read **Is Breastfeeding for You?** (p. 249). Interview mothers and/or fathers who have breastfed their babies, and others who have bottlefed their babies. Use the questions below as you develop your interview questions. Compile your findings from the interviews and write or record a journal entry about your thoughts and feelings on this issue. Consider your feelings and record journal entries over the course of several weeks. (2.3.10)

(1) Did your feeding choice (breast or bottle) turn out to be good for you? Your baby? Your family? Why or why not?
(2) What did you like about this choice? Not like?
(3) What recommendations do you have for parents considering a feeding choice (breast or bottle)?

l. **Family Involvement:** Interview your parents about their thoughts and feelings on bottle feeding or breastfeeding. Write or record a journal entry about how your decision will impact your family and their support of you and your child. Consider the advantages and disadvantages of breast or bottle feeding for other family members. (2.3.10)

Action Project

m. Complete **What Is Good for the Baby to Eat?** (p. 250-251). Teen mothers: Use the practical problem solving process to decide which method you will use with your child. List the consequences of using each method for you, your baby, your partner, and your family and add them to the chart you created when completing the handout. Select the best choice and justify your decision. Make a plan to carry out your decision. Implement your plan and keep a record of your newborn's feeding habits and how baby responds to your feeding activities. Share your progress with your teacher periodically throughout baby's first few months. Teen fathers: Develop a plan to support your partner's feeding choice. (2.3.10)

(1) What goals and values will influence my actions?
(2) What choices do I have?
(3) What are the consequences of those actions for me, my child, and my family?
(4) What information do I need?
(5) How will I know that my actions were in the best interests of me, my child, and my family?

Processing Questions

- *Which method of infant feeding is best for your child?*
- *Which method of infant feeding is best for you?*
- *How can the mother, the father, and the grandparents be involved in feeding?*
- *Will your family, your partner, and your friends be supportive of your actions? Why or why not?*

Competency 2.4: Analyze the effects of sexually transmitted diseases (STDs) on mother, father, and baby

Learning Activities

Group Learning Activities

a. Use classroom resources to define *sexually transmitted diseases*. Compose a "Dear Safe Sex Sandy" letter describing a problem or question you have about STDs. Collect the letters for later use. Identify things you would like to learn about STDs. (2.4.1)

> **Teacher Note:** As an assessment activity, have students respond to the letters and justify their advice with factual information and ethically defensible reasons.

FHA/ HERO

b. Invite a health nurse or medical professional to class to discuss sexually transmitted diseases (STDs). In small groups, choose one of the topics below and prepare a list of questions to be answered by the speaker during the presentation. Following the presentation, summarize the answers to your questions and use newsprint and markers to design a graphic organizer illustrating important information. Present and explain your work to the rest of the class. (2.4.1, 2.4.2, 2.4.6)

(1) The symptoms and treatment for STDs
(2) The impact of STDs on unborn children
(3) Community resources for those affected with STDs

Processing Questions

- *Why are sexually transmitted diseases so prevalent today?*
- *Why is it important for pregnant women and parents to be aware of STDs?*
- *What are the consequences of STDs for individuals, families, and society?*

> **Teacher Note:** A graphic organizer is a visual representation of a concept or related information. It can take the form of a web, a flowchart, or many other designs, limited only by the students' imagination.

Unit 2: Pregnancy, Wellness, and Prenatal Care

Competency Builders:

2.4.1	Identify the symptoms of, complications associated with, and treatment for STDs
2.4.2	Analyze the impact of STDs on fetal development
2.4.3	Analyze how STDs are transmitted
2.4.4	Identify STD prevention strategies
2.4.5	Identify special concerns related to AIDS/HIV-infected persons
2.4.6	Identify community resources that provide assistance related to STDs

Individual Learning Activities

a. Use resources to define *sexually transmitted diseases* (STDs). Use pamphlets, classroom resources, or computer network information to develop a chart of information comparing and contrasting the different types of STDs, their symptoms, complications associated with them, treatment, and their impact on an unborn fetus. Compare your information with that found on **Types of STDs** (p. 252-253). (2.4.1, 2.4.2)

b. Use classroom resources to determine how STDs are transmitted and read **STD Prevention Strategies** (p. 254). Identify STD prevention strategies that you use now and ones that you should use in the future. Draw a picture of a person talking with their partner in each of the situations listed below. Share your pictures with your teacher. (2.4.3, 2.4.4)

(1) Asking a partner about sexual history
(2) Asking a partner to wear a condom
(3) Informing a partner about your own STD symptoms

Processing Questions

- *Why might a person choose not to use prevention behaviors?*
- *How might a teen talk with a partner who is nearly the same age (up to two years age difference)? A partner who is several years older?*
- *What are the consequences of unsafe sex for the individual? The partner? An unborn child? The family? Society?*
- *What actions can you take to promote safe sex?*

Teacher Note: Students may choose to draw the situations from both a male and female perspective.

Competency 2.4: **Analyze the effects of sexually transmitted diseases (STDs) on mother, father, and baby *(continued)***

Group Learning Activities

c. Obtain enough plastic cups from your teacher to allow each student in your class to have a cup. Fill one of the cups half way with 10 percent sodium hydroxide solution. Fill the remaining cups half way with distilled water. Distribute the cups to the members of your class. Interact with other students, exchanging the contents of your cups randomly with others throughout the classroom. After many exchanges have occurred, place a drop of phenothaline in each cup. Any cup that turns color is "infected" with the HIV virus. Explain how this activity represents the way in which STDs are transmitted. Identify prevention strategies and compare your list with those on **STD Prevention Strategies** (p. 254). Summarize your findings into a chart of high-risk and low-risk behaviors. (2.4.3, 2.4.2)

Teacher Note: Use distilled water to eliminate false indicators. Have glasses filled before students come into the room so that they do not know who is infected prior to the activity.

Individual Learning Activities

c. Complete the unfinished sentences listed below. Examine the values behind the completed responses. Complete **AIDS: Myth or Fact** (p. 255). Discuss your responses with your teacher. (2.4.5)

(1) People who get AIDS are . . .
(2) People who get AIDS need . . .
(3) Fearing AIDS is . . .
(4) Denying equal opportunities for persons with AIDS is . . .
(5) If a friend got AIDS, most young adults would . . .
(6) Concerning AIDS, teenagers need to know . . .
(7) If I contracted AIDS, . . .

Processing Questions

- *Why is AIDS a concern for individuals? Families? Society?*
- *Why does the AIDS virus continue to spread?*
- *How might myths about AIDS keep the disease a problem in our society?*

Teacher Note: Answers to **AIDS: Myth or Fact** (p. 255) are as follows: 1. Fact; 2. Myth; 3. Fact; 4. Myth; 5. Fact; 6. Myth; 7. Myth; 8. Myth; 9. Myth; 10. Fact; 11. Myth; 12. Fact; 13. Myth; 14. Myth; 15. Fact; 16. Myth; 17. Myth; 18. Myth; 19. Myth; 20. Myth.

Competency 2.4: **Analyze the effects of sexually transmitted diseases (STDs) on mother, father, and baby *(continued)***

Group Learning Activities

d. Identify precautions to avoid obtaining STDs. For each precaution, identify potential reasons why people do not use that precaution. With a classmate, develop a skit demonstrating one of the following: (2.4.4)

(1) Express concerns about being exposed to STDs
(2) Ask the male partner to wear a condom
(3) Avoid sexual intercourse to prevent the spread of STDs
(4) Determine whether or not the female partner's unborn child is at risk of being exposed to an STD
(5) Ask a female partner to wear a female condom

Processing Questions

- *In what situations is it difficult or uncomfortable for a teen to discuss these precautions?*
- *In what situations is it easy or comfortable for a teen to discuss these precautions?*
- *Why don't more teens discuss these precautions with their partners?*
- *What skills are needed to behave in ways that will protect you from sexually transmitted diseases?*
- *What would happen if you chose not to communicate with a partner about STDs?*

Teacher Note: Students may share their skits with the rest of the class.

FHA/HERO

e. Conduct a seminar session with a mother who has AIDS. Identify special concerns related to AIDS/HIV-infected persons. Following the presentation, research and list community resources helping with AIDS issues in your community. Plan a community service project related to the efforts of one of these community agencies. As a chapter, evaluate the project using the questions below and write instructions for how you would suggest students do this project next year. (2.4.5, 2.4.6)

(1) How has this project helped the community agency?
(2) How has this project helped you?
(3) How would you change this project the next time?

Individual Learning Activities

d. Using a telephone directory, a community service directory, and other community resources, identify places that could provide assistance for those affected by STDs. Add these to your Resource Notebook. For each of the situations below, identify the community resource that might be helpful to you. With your teacher, role-play calling that agency or person for help. (2.4.6)

(1) You are experiencing symptoms and wondering if you have an STD.
(2) You were exposed to a partner who you later learned has AIDS. You would like to be tested and to keep the results confidential.
(3) You are seeking treatment for AIDS and would like to keep the fact that you have the disease confidential.
(4) You are fairly certain you have an STD, but you have no money for treatment.
(5) You are pregnant and have been exposed to an STD.
(6) You have the herpes simplex virus and are having trouble dealing with the stress of living with this disease.

Processing Questions
- *Why do some people fail to seek help for STDs?*
- *What would happen if no community agencies existed to help people affected by STDs?*
- *Which of these resources would you be most likely to use if you were affected by STDs? Why?*

Teacher Note: As an alternate activity, ask students to record the questions they will ask the agency or person when calling for help. Have them listen to their questions and ask them how they would change them. Then have them listen to the taped questions again as if they were a representative of the agency. Help them determine whether the person from the agency will be able to understand what they mean and to imagine how they might respond.

Action Project

e. Conduct a community service project to assist a community agency dealing with AIDS or STD issues. Volunteer your time or contribute your skills. Write or record a journal entry describing your experience using the questions below.

(1) How has your experience helped others?
(2) What have you learned from this experience?
(3) Was there anything about this experience that surprised you? Disappointed you? Why?

Competency 2.5: Analyze the labor and delivery process

Learning Activities

Group Learning Activities

a. In small groups, identify the advantages and disadvantages of participation in childbirth preparation classes. Discuss the value of taking such classes as you prepare to give birth to your child. (2.5.1)

b. Use classroom resources to define *contractions* and to determine when preterm contractions are normal and not normal. Make a chart showing the guidelines for judging when contractions are a warning sign of preterm labor. Include other signals of preterm labor, such as those listed below, and add them to your chart. (2.5.2, 2.5.3)

(1) Menstrual-like cramps in lower abdomen
(2) Low dull backache
(3) Pelvic pressure
(4) Abdominal cramping
(5) Vaginal discharge

c. Interview a person who has a child about her or his experience with labor and delivery using the questions on **Labor and Delivery Interview** (p. 257). As a class, compile your findings and write questions you have about labor and delivery. Have a group discussion, including students whose babies are already born. Compare and discuss birth experiences. (2.5.4, 2.5.5, 2.5.6)

Processing Questions

- *How are the birth experiences of mothers and fathers the same? How are they different?*
- *How are birth experiences different from mother to mother? Why do these differences exist?*
- *What can you learn about labor and delivery by sharing experiences with other parents?*

Unit 2: Pregnancy, Wellness, and Prenatal Care

Competency Builders:

2.5.1 Identify the advantages of participation in childbirth preparation classes
2.5.2 Recognize the signs of preterm labor
2.5.3 Identify appropriate responses to preterm labor
2.5.4 Identify the medical procedures conducted during labor and delivery
2.5.5 Identify the stages of labor and delivery
2.5.6 Critique common fears and misconceptions about labor and delivery
2.5.7 Compare childbirth preparation methods
2.5.8 Identify the implications of premature births
2.5.9 Develop a birth plan
2.5.10 Prepare for delivery
2.5.11 Tour delivery facility

Individual Learning Activities

Action Project

a. Research the availability of childbirth preparation classes in your community and obtain information about how to enroll and when courses are offered. Make a decision about whether or not to enroll in the classes and carry out your decision. Keep a record of your attendance and a journal about your thoughts and feelings throughout the series of classes. Use the questions below to guide your reflection. After your baby is born, share what you have learned with a pregnant teen. (2.5.1)

(1) What was most helpful about these classes?
(2) Did the classes prepare you well for labor and delivery?
(3) Whom did you choose to be your childbirth coach? Was this person a good choice? Why or why not?

b. **Family Involvement:** Interview your parents about the events surrounding your own birth and complete **Investigate Your Birth** (p. 256). If possible, view pictures from your birth and share the pictures and stories surrounding your birth with your teacher.

c. Using classroom resources, make a chart of different childbirth methods. Add to your chart using information from your health care provider, the Lamaze Institute (1-800-832-0277), or a childbirth educator. Share the information you have compiled with your teacher. (2.5.7)

Processing Questions
- *Which childbirth methods most appeal to you? Why?*
- *Why is it important for expectant parents to be aware of different methods?*
- *What are the advantages and disadvantages of each method?*

Competency 2.5: Analyze the labor and delivery process *(continued)*

Group Learning Activities

FHA/ HERO

d. Invite a local labor and delivery nurse, nurse practitioner, midwife, physician, or doula as a guest speaker. If possible, you may wish to invite more than one of these health care providers to create a panel of experts. Ask the speaker(s) to describe and discuss advantages and disadvantages of different childbirth methods. (2.5.7)

e. View a current video on labor and delivery and complete **The Stages of Labor and Delivery Chart** (p. 259-260). (2.5.4, 2.5.5, 2.5.6)

f. Study **Labor and Delivery Terms** (p. 262-263). Play a bingo game using the terms.

Individual Learning Activities

d. Read **Preterm Labor** (p. 258). Circle any words on the handout that are unfamiliar to you and use classroom or library resources to research their meaning. Share the information on preterm labor with your childbirth coach, your parents, your partner, and/or any other people in your support network. Keep the information handy. (2.5.2, 2.5.3)

Processing Questions
- *What can you do if you suspect you are having preterm labor?*
- *What might your health care provider do?*
- *Why might your health care provider try to stop preterm labor?*

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e. Using classroom resources and **Stages of Labor and Delivery** (p. 261), outline the stages of labor. Clarify words used to describe labor and delivery by reading **Labor and Delivery Terms** (p. 262-263). Create a notebook or folder to organize your labor and delivery information and include these handouts. With your teacher, discuss each stage of labor, including the activities, emotions, and concerns typically experienced by each person involved with the labor and delivery process. (2.5.4, 2.5.5, 2.5.6)

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f. Read **Pain Medication for Labor and Delivery** (p. 264). Working with your teacher, prepare a list of questions to ask your health care provider about types of medication used in the hospital in which you will deliver and ways to relieve pain during delivery. Ask the questions at your next visit and take notes or tape record the answers to the questions with your health care provider's permission. Review the information you have learned with your teacher and place it in your folder or notebook of labor and delivery information. (2.5.4)

Competency 2.5: Analyze the labor and delivery process *(continued)*

Group Learning Activities

FHA/
HERO

g. Use classroom resources to describe the delivery procedures listed below. Explain how you can prepare for each procedure and what to expect. (2.5.4)

(1) Vaginal exam
(2) Vital signs such as blood pressure and body temperature
(3) Fetal monitor (internal and external)
(4) Intravenous line to administer medication or fluids
(5) Enema

h. Watch a film or video on cesarean delivery. Compare and contrast a cesarean delivery to a vaginal delivery.

i. Read The **Events of Late Pregnancy** (p. 266-267). In small groups, discuss the steps that need to be taken to prepare for delivery and how one can determine when labor begins. (2.5.10)

Individual Learning Activities

g. Read **Signs of Labor** (p. 265). As your delivery date draws near, create a list of questions to ask your health care provider about hospital procedures you can expect during delivery, such as those listed below. Ask these questions and write or tape record the responses, adding the information to your labor and delivery folder or notebook. (2.5.4, 2.5.5)

(1) An internal exam
(2) An IV intravenous line for administering medication or fluids
(3) A fetal monitor (internal and external)
(4) An enema
(5) Reading blood pressure and body temperature

Processing Questions

- *Why is it important to be aware of hospital procedures that may be conducted during labor and delivery?*
- *What would happen if you were unaware of the signs of labor?*
- *How does the information you have learned prepare you for the labor and delivery experience?*

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h. Interview mothers and/or fathers who had premature deliveries. Ask them to share their thoughts, feelings, and concerns about their experiences in working with hospital personnel to care for their babies. (2.5.8)

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i. Complete **Packing Your Bag for Your Hospital Visit** (p. 268) and **Going to the Hospital** (p. 269). Pack your bag in preparation for delivery and post the information you will need in a convenient location at home. Discuss your plan with your parent(s) and others who will support you during labor and delivery. (2.5.10)

Competency 2.5: Analyze the labor and delivery process *(continued)*

Group Learning Activities

j. Read the case study below and identify the feelings experienced in this situation. Identify things that could be done to avoid this situation and ways that a birth plan can help a pregnant mother in facing the challenges of labor and delivery. (2.5.9, 2.5.10)

(1) Melissa is a 15-year-old single parent with an 18-month-old daughter, Erica. As she and some other students talked, she revealed that her labor and delivery experience had been absolute torture and that she couldn't understand why none of the other students felt the same way during their birthing experiences. She feared everything that had been part of her daughter's delivery. The hospital personnel had to physically restrain her during labor in order to administer her IV and do examinations. Some normal procedures could not be performed due to Melissa's uncooperativeness. Finally she had to receive general anesthesia in order for the doctors to deliver the baby.

Processing Questions

- *What are the consequences of being prepared for the labor and delivery process? Being unprepared?*
- *Why is it important for the mother to be aware of the birth process and labor and delivery procedures?*
- *What role does the mother play in the healthy delivery of her baby?*
- *What role could a prepared labor coach play in such a situation?*

FHA/HERO

k. Organize a class field trip to tour a labor and delivery facility and hear a presentation on the events and procedures of labor and delivery from a staff member or childbirth educator at the hospital. Take photos of the field trip. Take photos of the different parts of the facility. Prepare a display of the photos. Use these to inform other students about the labor and delivery process. (2.5.4, 2.5.5, 2.5.6, 2.5.11)

Individual Learning Activities

Action Project

j. Using all the information you have learned about labor, delivery, and preparing for childbirth, develop a birth plan. Include the type of delivery your are planning, people who will support you and the role they will play, your plans for going to the hospital, and what you will take. Share your plan with your teacher and evaluate its completeness and workability for your situation. Make changes in your plan as you determine the need. (2.5.9)

Processing Questions

- *How does this plan reflect your needs, values, and goals regarding labor and delivery?*
- *What information have you considered in making your plan?*
- *How would your birth plan be different if you were the father of a child?*

Teacher Note: Fathers can also develop a plan, though of course it will look a little different from the birth plan of a teen mother.

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k. With your coach (or your pregnancy partner if you are a father) your teacher, and/or your childbirth class, tour the facility where you will be delivering your baby. Make a list of questions you have before you go on the tour. Write or record a journal entry about your thoughts and feelings after the tour. Ask your partner about his or her thoughts and feelings and write about them in your entry. (2.5.11)

Action Projects

1. Make a decision about where to obtain prenatal care and make a first appointment. Throughout your pregnancy, keep a record of your appointments. Before each appointment, review your progress and make notes as to the questions that you want to ask the doctor. Working with your teacher, periodically review your progress in keeping good records during your prenatal care. As needed, make changes in your record-keeping habits or in getting answers to your questions. (2.1.6, 2.1.7)
2. Keep a record of what you eat for several days and evaluate the nutritional adequacy of your diet. Make recommendations to improve your eating habits during pregnancy. On a weekly basis throughout your pregnancy, evaluate your progress toward eating a healthy diet. (2.2.1)
3. Assess your healthy habits and set goals to create a positive prenatal environment for your child. Record your progress toward these goals and evaluate your efforts with your teacher on a regular basis. Set new goals as needed. (2.3.2)
4. Identify an issue related to physical or emotional safety during pregnancy of interest to you and collect information about safety guidelines or sources of support around that issue during your pregnancy. Identify important facts about that issue and design a poster, brochure, or videotape to communicate that information. Present or display your work to a real audience, such as teen parents in a class or patients in a clinic waiting area. Use a survey to get feedback from the audience about the effectiveness of your work. (2.3.8)
5. Develop a schedule to exercise daily. Keep a record of your progress on your exercise plan throughout your pregnancy. (2.3.9)
6. Teen mothers: Use the practical problem solving process to decide which method you will use with your child. List the consequences of using each method for you, your baby, your partner, and your family and add them to the chart you created when completing the handout. Select the best choice and justify your decision. Make a plan to carry out your decision. Implement your plan and keep a record of your newborn's feeding habits and how baby responds to your feeding activities. Share your progress with your teacher periodically throughout baby's first few months. Teen fathers: Develop a plan to support your partner's feeding choice. (2.3.10)
7. Conduct a community service project to assist a community agency dealing with AIDS or STD issues. Volunteer your time or contribute your skills. Write or record a journal entry describing your experience. (2.4.6)
8. Enroll in childbirth education classes. Keep a record of your attendance and a journal about your thoughts and feelings throughout the series of classes. After your baby is born, share what you have learned with a pregnant teen. (2.5.1)
9. Using all the information you have learned about labor, delivery, and preparing for childbirth, develop a birth plan. Include the type of delivery you are planning, people who will support you and the role they will play, your plans for going to the hospital, and what you will take. Share your plan with your teacher and evaluate its completeness and workability for your situation. Make changes in your plan as you determine the need. (2.5.9)

Confirming Pregnancy: Common Questions

What are the signs of pregnancy?

- Missed period
- Nausea and/or vomiting
- Frequent urination
- Tender or sore breasts
- Bloated feeling
- Fatigue

A woman who is pregnant may have all of these signs, some of these signs, or none of them. The best way to confirm a pregnancy is to visit a health care provider, such as a doctor, nurse practitioner, or midwife at an office or clinic. The sooner a woman knows she is pregnant, the sooner mother and baby can get the care they need. This special care is called prenatal care.

How can a health care provider tell when a woman is pregnant?

The health care provider can confirm pregnancy with a urine test or a blood test. The provider can also hear the baby's heart beat by the 10th or 12th week of pregnancy. Fetal movements can be felt by a health care provider after 20 weeks. The provider may also use an ultrasound test to see the fetus as early as the fourth week of pregnancy.

Should a woman use a home pregnancy test to confirm pregnancy?

A home pregnancy test can provide information about whether or not you are pregnant, but it can provide inaccurate information for teens. If the test is positive, it is probably accurate. If the test is negative, the results could be wrong. The level of hormones may not be high enough to be detected by the test. So it is always best to confirm pregnancy with a health care provider.

Facts for Fathers

Even though women carry the baby during pregnancy, fathers have an important role to play during the baby's growth before birth. Here are some things fathers can do to help make sure they have a healthy baby.

Support the Mother

- Making sure the mother gets good prenatal care
  An expectant mother should see a doctor on a regular basis. Visits to the doctor help make sure the pregnancy is going as it should. The expectant mother may need help with transportation to the health care provider or the expenses of prenatal care. Also, fathers are welcome at prenatal care visits and can learn a lot from the health care provider about how the baby is developing.

- Making sure the mother eats right and stays in good health
  Mothers should eat a balanced diet. This might mean that fathers change some of their own eating habits to support the mother. Fathers can also encourage exercise by doing things like taking walks with her. Also, fathers can encourage mothers to relax and talk about things on their mind. Mother may need support in staying away from alcohol, cigarettes, and drugs while pregnant.

Take on a New Role

Fathers are needed to help their partner with housework and other tasks, especially when mothers are overtired or it becomes difficult to move around. Also, it is a good time to start talking about who will do what when the baby comes.

Build a Relationship

Both mothers and fathers can expect some mood swings. Expectant parents can feel sad, worried, or nervous at different times. Parents should listen, try to help each other, and take the time to talk things over.

A new baby can change the way mothers and fathers feel about each other. Making the change from "couple" to "family" is a big step and can cause some tension. Sometimes fathers feel that the baby gets all the attention. Talking with each other can help prevent some problems and solve others.

Use Sources of Help

Fathers can talk with family and friends and ask questions when they need to. Just because fathers are expecting a baby doesn't mean they know everything there is to know about being a parent. It's a learning process.

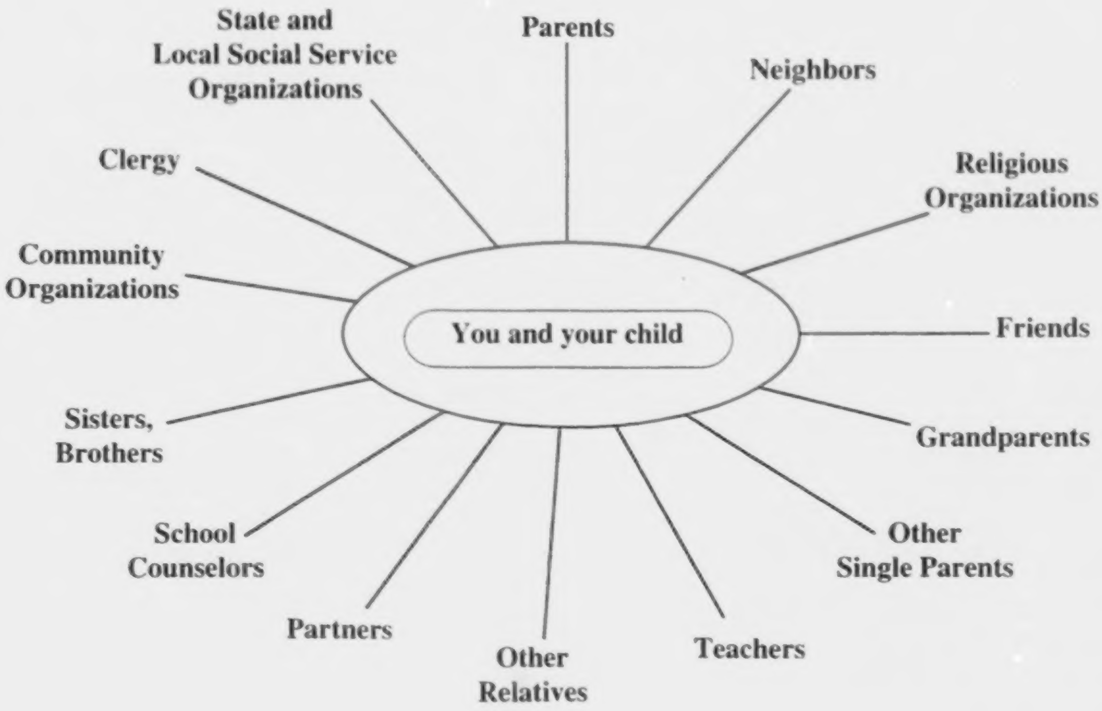
Fathers can also read up on things they need to know. There are many books and videos that can help. The local library is a good place to start to get good resources on pregnancy and parenting.

Creating a Support Network for Pregnancy

During your pregnancy, it is important to have a network of support. This network includes those people and organizations you can rely on to help you meet all your responsibilities. Your network can include family, relatives, friends, neighbors, teachers, school staff, clergy, and people or organizations in the community.

To identify your network, begin by listing the people you feel close to and who you feel comfortable asking for help. Use markers and construction paper to create a diagram of those people, such as the one drawn below. Try to identify at least one person in each category on the diagram. Below each name, list the phone number.

If you cannot think of anyone for some of the categories, you may want to see if you can develop new contacts who can help you. Ask your teacher or other teen parents for ideas. Keep your diagram in a place where you can find it easily. Your need for help may be different at different times. The most important thing to remember is, it is okay to ask for help!


State and Local Social Service Organizations
Parents
Neighbors
Clergy
Religious Organizations
Community Organizations
You and your child
Friends
Sisters, Brothers
Grandparents
School Counselors
Other Single Parents
Partners
Other Relatives
Teachers

Tests During Pregnancy

During pregnancy, there are some tests that are used to show that the mother and baby are in good health.

Pap smear:	Cells are collected from the cervix, the opening to the uterus or womb.
Internal exam:	Also called a pelvic exam. This exam is used to check the cervix and uterus and to make sure that the pelvis is large enough for the baby to pass through during birth.
Culture of the cervix:	Cells are collected and tested for any signs of sexually transmitted diseases.
Blood tests:	Blood is drawn from a vein to see if there are certain conditions that will affect the pregnancy or the baby. These conditions might be anemia (low blood count) Rh factor sexually transmitted diseases such as syphilis or HIV
Urine tests:	A sample of urine is tested to check for diabetes, infection, and problems related to the kidneys and blood pressure.
Blood Pressure:	This is checked on every visit to make sure that it is not too high. High blood pressure can cause problems in pregnancy.

Other tests can help the health care provider find out more about the growth of the baby and the health of the mother.

Glucose tolerance test: (GTT)	Blood samples are taken after the patient drinks glucose solution. This test checks for diabetes at about the 24th week of pregnancy.
Ultrasound:	An instrument is moved over the stomach or inserted into the vagina and produces a picture, sometimes called a sonogram. This test is used to check the position of the baby, to find out when the baby is due, or to check for some kinds of problems.

Late in the pregnancy, a health care provider can use several tests to monitor the well-being of the baby.

Kick counts:	Mother counts fetal movements to check the well-being of the baby.
Nonstress test:	Mother is connected to a fetal monitor to see how the baby's heart responds to its own movements.

Other tests may be used during pregnancy depending on family history, age of the mother, health of the mother, and racial or ethnic background.

What to Expect During Pregnancy

Research a trimester of pregnancy and identify important information for each of the categories listed below. Define important terms. Attach pages with illustrations from books, cut-out pictures, or your own drawings.

How the Baby Grows

Changes in the Mother

What the Mother Should Do

Ways Fathers are Affected

How Fathers Can Be Supportive

Your Healthy Pregnancy – Complications You Should Be Aware Of

Most pregnant women do not experience complications. Sometimes, though, problems can happen. Knowing about possible complications can help you seek help when you need it.

Miscarriage: The unexpected and involuntary expulsion of the fetus before the 20th week of pregnancy. Most of the time, doctors cannot determine what causes a miscarriage. Signs of a possible miscarriage are vaginal bleeding and intermittent pain. The pain often begins in the lower back and is later felt as abdominal cramping. Only rarely can a miscarriage be stopped. If you suspect you are having a miscarriage, call your caregiver for advice on what to do, for confirmation of the miscarriage, and to help ensure healing afterwards.

High Blood Pressure: One of the most common complications of pregnancy. High blood pressure can restrict blood flow to the placenta, preventing the fetus from getting enough oxygen and nutrition, and slowing down fetal growth. Your health care provider will monitor your blood pressure, detect any elevation and, if necessary, treat it with medication.

Preeclampsia of Toxemia: This happens when you suddenly retain fluid, rapidly weight gain, and have an increase in blood pressure. Sometimes headaches, disturbances of vision and dizziness also occur. If you have any of these symptoms, report them to your caregiver immediately. The treatment for preeclampsia includes bed rest, close medical supervision, reduction of blood pressure, and sometimes early delivery of the baby by induction or cesarean section.

Placental Abruption (Abruptio Placentae): This means that the placenta peels away, partly or almost completely, from the uterine wall before delivery. In severe cases abruption can cause heavy bleeding and shock, which can be life threatening. The most common symptom is vaginal bleeding. Other symptoms include uterine discomfort and tenderness, sudden and continuous abdominal pain, and signs of shock such as clammy sweating, pallor (paleness) and lightheadedness. Although the cause is unknown, high blood pressure, the use of cocaine, cigarette smoking, and heavy drinking during pregnancy greatly increase the risk of placental abruption.

Placenta Previa: This is a low-lying placenta that covers part of all of the inner opening of the cervix. This positioning of the placenta can result in severe bleeding during labor, risking the life of mother and baby. Placenta previa occurs in about one in 200 pregnancies and is more common among women who have had many children, smokers, women with more than one fetus, and those who have had previous uterine surgery. The most common symptom is painless vaginal bleeding. The first bleeding episode may be alarming, but the amount of blood lost is rarely dangerous. Still, you should contact your doctor immediately if you notice any bleeding.

Gestational Diabetes: This condition affects the body's ability to use sugar because of diminished insulin production. It is discovered by the presence of sugar in the urine. Detecting and treating this temporary condition is important if the pregnancy is to have a healthy outcome. Treatment usually involves a special diet and in some cases insulin injections. The mother and unborn baby must be observed closely, since the functioning of the placenta may be hurt near the due date and labor may need to be induced.

When To Call Your Doctor

When you are pregnant, these warning signs should be reported to your health care provider.

Swelling in your face, hands, or feet

Blurring of vision or spots before your eyes

Any bleeding from the vagina

Severe or constant headaches

Severe, continuous vomiting

Fever over 100 degrees for more than 24 hours

Burning pain when you urinate

Sharp or constant pain in your abdomen that is not relieved by rest or fluids

Sudden gush or steady trickle of water from vagina

Dizziness or lightheadedness

Irritating discharge from the vagina, genital sores, or itching

No or reduced movement of the baby

My Prenatal Visits

Complete this form after each prenatal visit to your health care provider.

Date of Visit:

Name of Health Care Provider Seen:

Weeks of Pregnancy:

Due Date:

Weight:

Tests (Check each that you had):
  Blood Pressure (Reading: _____________)
  Urine
  Baby's heartbeat

List Other Tests You Had:

Questions You Want to Ask at Next Visit:

Date of Next Appointment:

Other Visits or Problems Since My Last Appointment:		
Problem	Date	Advice/Treatment

Good Advice or Bad?

Lots of people may give you advice about what to do during pregnancy. How do you know if the advice is good or bad? Examine the statements below and identify where you could go to find out if that information is reliable. Then research the topic and find out if you should follow the advice.

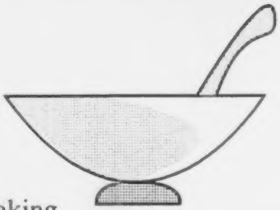
1. A pregnant woman should eat for two people.
2. If a baby is carried high in the mother, it will be a boy; if it is carried low, it will be a girl.
3. For every baby a woman has, she will lose a tooth.
4. A pregnant woman should not reach higher than her head.
5. A woman can influence the personality and interests of the baby before it is born.
6. A pregnant woman should eat the foods she craves.
7. The smaller the baby is at birth, the better for the baby.
8. The drugs a pregnant woman takes can get into the fetus's system.
9. X-ray examinations during pregnancy can harm a fetus.
10. A pregnant woman should cut down on her smoking.
11. If a woman has German measles during pregnancy, her baby can have birth defects.
12. If a mother is a drug addict, her baby will go through withdrawal after birth.
13. You shouldn't clean a cat litter box when you are pregnant.
14. Childbirth is the most painful experience a woman will ever have.
15. If you sleep too much, your labor will be harder

Good Advice or Bad? Information You Should Know

Listed below is information related to each of the advice statements on the previous page. Where could you have found this information on your own?

1. **Eating for two.** An unborn baby does not need as much food as an adult, but it is good to eat healthy food that will nourish your baby. It is not the time to diet. If you were at normal weight before pregnancy, you should gain between 30 and 35 pounds.
2. **Carrying a baby high or low.** This is a very unreliable way to determine the sex of a child. The sex of the baby is determined by the type of chromosome in the sperm that fertilizes the egg. If it is a Y chromosome, the child will be male. If it is an X chromosome, the child will be a female.
3. **Losing teeth.** The belief that a mother loses a tooth for every baby is false. If a pregnant woman gets the proper amount of calcium from foods during pregnancy, her teeth should remain healthy.
4. **Reaching high.** Most exercises women usually do can be done during pregnancy, unless a health care provider tells you otherwise. If you're used to doing the activity, there is usually no problem. Check with your health care provider about anything more, especially if you aren't used to it.
5. **Influencing the baby.** Some research shows that experiences during pregnancy may affect the baby, but the relationship is not clear.
6. **Craving foods.** Cravings for certain foods are sometimes part of pregnancy and can result from an improper diet. Your cravings may not necessarily be what you need. Check with your health care provider about the proper diet.
7. **Small babies.** Small babies are more likely to have complications at birth than babies of normal weight.
8. **Drugs taken during pregnancy.** Any drugs taken by the mother do pass into the bloodstream of the unborn child. Even aspirin or cough medicine should not be taken without checking first with a health care provider.
9. **X-rays during pregnancy.** X-rays, especially early in pregnancy, can cause damage to a fetus.
10. **Smoking during pregnancy.** Women who smoke are more likely to have premature or low birth weight babies. When a woman smokes, she reduces the oxygen supply to the baby's brain.
11. **German measles during pregnancy.** German measles can badly damage a fetus, especially during the first three months of pregnancy.
12. **Drug addiction.** A newborn will go through withdrawal of the drug the mother regularly uses. This withdrawal can cause death, especially if the baby is smaller than a normal baby.
13. **Litter box.** Toxoplasmosis, an infection that can seriously affect your baby, can be passed on through cat feces. If you have a cat, have someone else take over the litter box duty while you are pregnant.
14. **Painful childbirth.** Childbirth can be very painful. There are many different options to relieve pain that you can discuss with your health care provider. Many women go through labor and delivery with little or no pain medication.
15. **Sleeping too much.** You may feel more tired during some months of pregnancy, but most pregnant women need eight hours of sleep a night with some short rest periods during the day. Sleeping too much will not lengthen your labor.

Muffins and Babies



Raisin Bran Muffins

Ingredients

3 cups sugar
5 cups all purpose flour
*5 teaspoons baking soda
1 1/2 teaspoons salt
7 1/2 cups (15 oz. box) raisin bran cereal
*1 quart buttermilk
4 eggs beaten
1 cup vegetable oil

Directions

- Blend flour, sugar, baking soda, and salt in large mixing bowl.
- Stir in cereal.
- Add buttermilk, oil, and eggs.
- Blend until dry ingredients are moistened.
- Do not stir batter again.
- Mixture may be stored, covered, in refrigerator for up to six weeks.
- As needed fill paper baking cups or lightly greased muffin pans 2/3 full.
- Bake at 400 degrees for 15 to 20 minutes.

Makes about 4 dozen muffins.

* Before combining all ingredients, prepare one muffin without adding the baking soda. Do so by mixing together a small amount of water (instead of buttermilk) and the dry ingredients. Fill the muffin cup half full. Then proceed with the recipe directions for the remainder of the batter.

* The single muffin should consist of all ingredients except
- baking soda
- buttermilk

This muffin should be baked only about 10 minutes.

While enjoying the fresh-baked muffins:

Observe: The muffin that did not have all the necessary ingredients and that was not baked for the recommended time did not turn out as well as it could have.

Consider: How would you feel if you do not eat properly throughout the day?

Analogy: Likewise in pregnancy, the right nutritious foods (ingredients) are needed to nourish the developing baby. The baby also needs to stay in the womb until optimal growth and development have occurred.

Source: J. Guenther and J. Gauntner. *Prevention Choices: Teens Choosing to Make a Difference. Volume II: Making Healthy Decisions for Ourselves and Future Babies.* Nisonger Center Publications, The Ohio State University, 1987.

Pregnancy: A Time for Good Nutrition

As an expectant mother, you probably want to do everything possible to have a healthy baby. Eating nutritious foods is one way to ensure the delivery of a healthy baby. Choosing foods from the following groups will help you eat right during pregnancy.

Protein
3 servings (2-3 oz.) for muscle and brain tissue
fish eggs, poultry, nuts, meat, beans
Snack: peanut butter

Dairy Products
4 servings (1 cup milk or 1-2 oz. cheese) for healthy bones and teeth
non-fat milk, yogurt, ice cream, cheese
Snack: cottage cheese

Vegetables
4-5 servings (1/2 cup cooked or 1 cup raw) for good eyesight and healthy skin, especially Vitamin A & B sources, such as carrots and spinach
peppers, corn, broccoli, carrots, tomatoes, spinach
Snack: carrot

Fruits
3-4 servings (1 medium or 3/4 cup juice) for strong tissue, especially Vitamin C sources, such as oranges and grapefruit
oranges, grapefruit, strawberries, apples, melons, bananas
Snack: orange

Breads, Cereals, and Grains
7-11 servings (1/2 cup or 1 oz.) for nerve tissue, blood cells, and energy
rice, pasta, biscuit, tortilla, muffin, cereal
Snack: bagel

Fats and Oils
use sparingly for healthy skin
nuts, mayonnaise, salad dressing, cream cheese
Snack: nuts

Water: 8-10 glasses of fluids daily
Six glasses should be water. Avoid caffeine in fluids such as tea, coffee, and soft drinks.

Source: Childbirth Graphics, WRS Group. Inc., Waco, Texas, 1995.

The Building Blocks of a Healthy Pregnancy

Record the number of servings you eat in each group each day.

*Daily Servings — Eat a mixture of all food groups every day. — Check one ☐ for each serving you eat daily.

Group: Cereal, Pasta, Bread, Rice

serving size	*kind of food*
1 slice	whole grain bread
1	muffin, biscuit, tortilla
1/2	bagel, hamburger bun, English muffin
1/2 cup	pasta, rice, cooked cereal
3-4	crackers
3/4 cup	dry cereal

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Group: Vegetables

serving size	*kind of food*
1 cup raw	celery, tomato, cauliflower, corn, lettuce
or 3/4 cup cooked	carrots, broccoli, peas, zucchini, yellow squash, potato, cabbage, spinach, yams, greens: mustard, collard, beet, kale

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Group: Fruit

serving size	*kind of food*
1	orange, tangerine, mango, pear
1	papaya, apple, banana, peach
2	apricots, nectarines, plums
1 cup	grapes
2/3 cup	raisins
1/2 cup	strawberries, cantaloupe, grapefruit
1/2 cup	pineapple, cherries

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Thurs ☐☐☐☐
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Sat ☐☐☐☐
Sun ☐☐☐☐

Group: Meat, Poultry, Fish, Dry Beans, Eggs, Nuts

serving size	*kind of food*
2 oz	beef, veal, organ meats, lamb, chicken
2 oz	turkey, pork, fish, shellfish
1 cup	tofu, beans: kidney, lima, soy, lentil,
1 cup	navy, mung, back, peas
1/4 cup	peanut butter
1/2 cup	nuts, seeds
2	medium eggs

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Fri ☐☐☐
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Sun ☐☐☐

Group: Milk, Yogurt, Cheese

serving size	*kind of food*
1 cup	lowfat, nonfat, or soy milk
1 cup	lowfat yogurt, pudding, custard
1 1/2-2 oz	lowfat cheese
1 1/2 cups	cottage cheese, ice cream

Mon ☐☐☐
Tues ☐☐☐
Wed ☐☐☐
Thurs ☐☐☐
Fri ☐☐☐
Sat ☐☐☐
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Group: Fats, Oils, Sweets

use
sparingly

Mon ☐☐
Tues ☐☐
Wed ☐☐
Thurs ☐☐
Fri ☐☐
Sat ☐☐
Sun ☐☐

Source: Childbirth Graphics, WRS Group, Inc., Waco, Texas, 1995.

Fast Food Choices for You and Your Baby

Your baby relies entirely on you for nutrients. When you eat junk food, your baby grows on junk food. Fast foods are often high in calories, but low in nutrients your baby needs. Learn to make the best choices for your baby when you eat at a fast food restaurant.

Helpful hints for making fast food choices.

- Avoid eating fast food items as snacks between meals. These "snacks" can add high amounts of fat and cholesterol to your diet.
- Buy small serving sizes. Avoid items called "deluxe," "giant," or "jumbo."
- If you eat fast food for one meal, try to balance the rest of your food choices during the day.

Fast foods to avoid:

- Battered, breaded, or deep-fried chicken or fish
- Burgers, but if you have one, get a single and skip the cheese
- Thick crust pizza with pepperoni, sausage, anchovies, or extra cheese
- Salad dressings, mayonnaise, and mayonnaise-based sandwich dressings, and slaws
- Shakes and soft drinks

Fast foods to choose:

- Grilled, broiled, or roasted chicken or fish
- Plain baked potato; avoid adding cheeses, bacon, sour cream, and other toppings
- Chili (low in fat compared to burgers and good source of fiber and protein from beans)
- Thin crust pizza with light cheese topped with fresh vegetables
- Large salad containing a variety of vegetables, low-fat cottage cheese, and reduced-calorie salad dressing
- Low-fat yogurt or low-fat ice cream

Making wise choices at fast food restaurants is an important part of a healthy pregnancy.

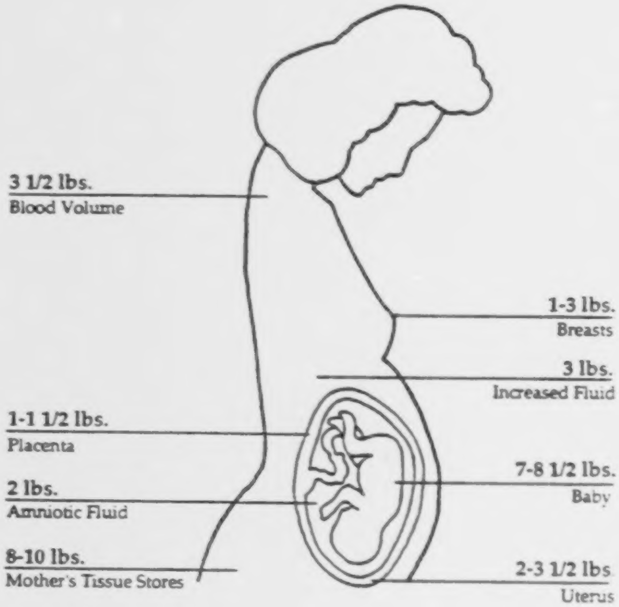
Source: Childbirth Graphics, WRS Group, Inc., Waco, Texas, 1995.

How Much Weight Should I Gain?

Of course you know you will gain weight while you're pregnant. But if a baby only weighs 8 or 9 pounds, why does a mother-to-be gain 30 pounds or more? Here's how a total gain breaks down:

- Baby - 7 - 8 1/2 pounds
- Mother's tissues stores - 8 - 10 pounds
- Placenta - 1 - 1 1/2 pounds
- Amniotic fluid - 2 pounds
- Breast enlargement - 1 - 3 pounds
- Uterus enlargement - 2 - 3 1/2 pounds
- Blood volume - 3 1/2 pounds
- Increased fluid - 3 pounds

Total - 30 - 35 pounds


3 1/2 lbs.
Blood Volume
1-3 lbs.
Breasts
3 lbs.
Increased Fluid
1-1 1/2 lbs.
Placenta
7-8 1/2 lbs.
Baby
2 lbs.
Amniotic Fluid
8-10 lbs.
Mother's Tissue Stores
2-3 1/2 lbs.
Uterus

You need these gains to support your baby's growth and development. A baby born with a low birth weight runs a much higher than normal risk of early death, mental retardation, low IQ, and birth defects.

A good weight gain pattern would be:

- 3 - 5 pounds in the first trimester
- 12 -15 pounds in the second trimester
- 12 -15 pounds in the third trimester

Use the chart below as an example to create your own chart and keep track of your weight gain. Weigh yourself at the same time of day each time.

Date	Week of Pregnancy	Weight	Total Gain to Date	Date	Week of Pregnancy	Weight	Total Gain to Date
	Pre-pregnancy				26		
	4				28		
	8				30		
	12				32		
	14				34		
	16				36		
	18				37		
	20				38		
	22				39		
	24				40		

What Is Low Birth Weight?

Low birth weight is the leading cause of infant death. 5 pounds 8 ounces or less at birth is considered "low birth weight." A weight of 3 pounds, 5 ounces or less is designated "very low birth weight."

There are two categories of low birth weight:

> Preterm births occur before the 38th week of pregnancy. These premature babies usually weigh less than 5 pounds, 8 ounces and account for most cases of low birth weight. The earlier a baby is born, the less it is likely to weigh, and the greater its risk for many complications.
>
> Small-for-date babies (also called "small for gestational age" or "growth-retarded") may be full-term but are underweight. Their low birth weight results from a slowing or temporary halt of growth in the womb and creates risks similar to those for a preterm baby.

What causes low birth weight?

There are many reasons why babies are born too small, too soon, or both.

- Inherited diseases
- Environmental factors
- Medical problems

A mother's habits during pregnancy may affect birth weight. Among these are

- Poor nutrition. A fetus is nourished by what its mother eats.
- Lack of early and regular prenatal care.
- Smoking, alcohol, and drugs. Smokers tend to have smaller babies. Drug or alcohol use may stunt fetal development.

How does low birth weight affect a baby?

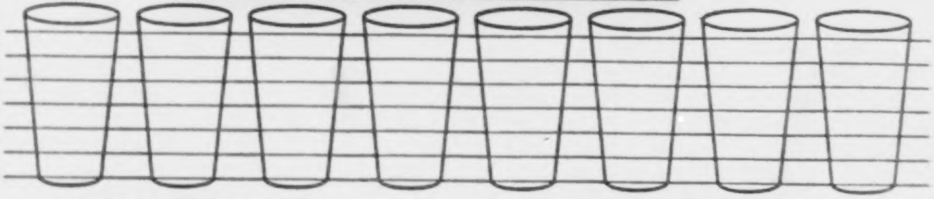
Medical complications are more likely to arise in a low birth weight baby than one of normal weight.
A premature baby may be anemic.
Low birth weight babies may not have enough fat to maintain a healthy body temperature.
Bleeding in the brain is one of the most severe results of low birth weight.

Healthy Choices for a Healthy Baby

Making healthy lifestyle choices is an important part of having a healthy baby.

Drink Eight Glasses of Fluid Every Day

Mon
Tues
Wed
Thur
Fri
Sat
Sun



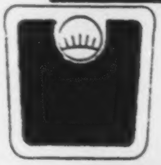
Water is essential for good health. Fruit juice and lowfat or nonfat milk are good, too.

Exercise Daily

Mon ______
Tues ______
Wed ______
Thur ______
Fri ______
Sat ______
Sun ______

Don't Do Street Drugs

Maintain a Healthy Weight



ideal weight ______

current weight ______

Don't Smoke

Get Plenty of Sleep

number of hours

Mon ______
Tues ______
Wed ______
Thur ______
Fri ______
Sat ______
Sun ______

Limit Alcohol

WINE Cooler
BEER

A woman who is pregnant or breastfeeding should avoid all alcohol.

Call Your Healthcare Provider With Any Questions

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Source: Childbirth Graphics, WRS Group, Inc., Waco Texas, 1995.

Maintaining Good Prenatal Care

Criteria	Indicators			Rating
	Secure (3)	Developing (2)	Beginning (1)	
Diet and Nutrition	• Eats from all food groups. • Consistently chooses correct number of servings for each group.	• Eats from all food groups, but may eat too many or too few servings from one or two groups.	• Eats from all food groups, but may eat too many or too few servings from all of the groups.	____ x 10
Exercise	• Develops and consistently follows an exercise plan. • Adds trained childbirth exercises to daily exercise plan as recommended.	• Develops and usually follows an exercise plan.	• Develops an exercise plan. • Uses the plan occasionally.	____ x 10
Avoiding Unhealthy Substances	• Eliminates all unhealthy substances from daily living habits.	• Has made a commitment to eliminate unhealthy substances, but may use occasionally.	• Reduces exposure to unhealthy substances.	____ x 10
Medical Care	• Attends all medical appointments with prepared questions. • Reschedules appointments when necessary. • Keeps ongoing log of pregnancy health care.	• Keeps all medical appointments with prepared questions. • Reschedules appointments when necessary.	• Attends most medical appointments, but may occasionally miss appointments.	____ x 10
Rest	• Consistently follows a schedule of getting adequate sleep at night. • Rests during the day as needed.	• Usually follows a schedule of getting adequate sleep at night. • Rests during the day as needed.	• Usually follows a schedule of getting adequate sleep at night, but may not rest during the day.	____ x 10

Comments:

Total Points: ____________

Total Possible Points: 150

A Young Mother's Story

Being a parent was a lot tougher than I thought it would be . . . I had quit work, and I spent a lot of time at home, getting high, watching TV . . . Sometimes I'd go out and look for a job. The need to have someone to love and care for was very real. But later it kind of got a little lost in the bottle-washing and diaper changing and all the other stuff you don't think about.

All Keisha could do was cry, wet, sleep, eat, and drink. That's it. I was looking for something I couldn't get from a baby. So I kept getting high–alcohol or drugs, whenever I could. I was high seven days a week, or more, if possible.

But one day scared me enough to get help. I was high, and I walked out of the house, and I was gone for about three hours before I realized I'd left her there by herself. I was all the way across town at my girlfriend's place, and they asked me how the baby was. And I just totally freaked out and ran back home. She was all right, just sopping wet. She was just waking up for her feeding, and it just totally scared me because a million things could have happened to her while I was gone. She could have hurt herself. She could have swallowed something, a toy in the playpen or anything.

I just sat there and held on to her and cried all night, and got up and fed her and everything. But that was the last time that happened. I mean I was so scared when I realized what I had done.

I don't even want to think about all the times I got high when I was pregnant.

Questions to Think About:
Respond to the questions below by writing on a separate sheet of paper or recording your responses on a tape recorder.

1. What feelings were experienced by the teen parent throughout this story?
2. Why do you think she experienced these feelings?
3. If the teen parent in this story had the opportunity to relive her early parenting experience, what do you think she would do differently? Why?
4. What recommendations would you make to help this teen parent with the responsibilities and stress of parenting?

Principles of Good Body Mechanics

Getting Up From Lying Down

Bend both of your knees and roll your body as a unit to one side. Use your arms to push up to a sitting position as you swing your legs over the edge of the bed. Do not sit straight up. Then use your legs to push to standing.

Walking

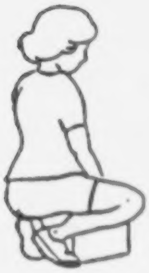
Try to maintain good posture habits while walking. Remember that bad posture habits like forward head, rounded shoulders, and a side to side waddle take time and effort to correct. Concentrating on good posture while walking will help minimize pain and muscle imbalances. Focus on your head, pelvis, and your feet. Try to achieve and maintain a posture by following the posture checklist on the last page.

Climbing Stairs

Climbing stairs in late pregnancy may tire you very quickly, so take them slowly and let your legs do all the work. Avoid frequent stair climbing if it becomes difficult. Railings are helpful.

Lifting

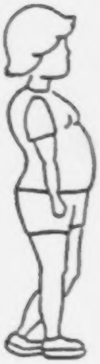
The most important thing about lifting objects is to remember you should not lean forward from the waist to lift. You legs have much stronger muscles than your back so when you lift, keep your back straight and come up from the knees. Remember these points when lifting:



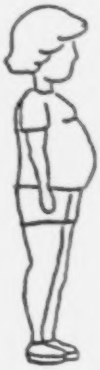
- Stand close to the object you are lifting and carry it close to your body.
- Divide large loads into smaller ones or carry them equally on both sides.
- Have a firm footing before you lift.
- Don't jerk the load, lift in a smooth motion.
- Don't twist your trunk as you lift.
- Shift your feet if the object turns out to be heavier than you thought.

Principles of Good Body Mechanics *(continued)*

Posture Checklist



Incorrect Posture		To Correct Posture
If neck sags, chin pokes forward, and whole body slumps.	**HEAD**	Straighten neck, tuck chin in, so body lines up.
Slouching cramps the rib cage and makes breathing difficult. Arms turn in.	**SHOULDERS & CHEST**	Lift up through rib cage and pull back shoulder girdle. Arms roll out.
Slack muscles-hollow-back. Pelvis tilts forward.	**ABDOMEN & BUTTOCKS**	Contract abdominals to flatten back. Tuck buttocks under and tilt pelvis back.
Pressed back strains joints, pushes pelvis forward.		Bend slightly to ease body weight over feet.
Weight on inner borders strains arches.		Distribute body weight through center of each foot.



Taking Care of Yourself

1. Prone position. Lie on stomach in bed, face down with a pillow under hips and relax. If breasts are tender, put a pillow under your shoulders. Do this for about 15 minutes, approximately twice a day.

2. Lie with legs elevated to prevent or reduce swelling.

3. Sleeping. If you sleep on your back, put at least one pillow under your knees. If you sleep on your side, keep your legs bent at the knees and hips. A pillow between the knees may be more comfortable. Never sleep or lie with your hands above your head. If you sleep on your stomach, use a pillow under your stomach.

4. Sitting. Use a hard chair and put your spine up against it. A rolled towel in the small or your back, is helpful in maintaining good posture.

5. Driving. Sit close enough to the wheel while driving so that your knees are higher than your hips when you work the pedals. Again, a rolled towel in the low back will make long distance driving more comfortable. Frequent stops to stand and stretch also help.

6. Standing. Stand with toes straight ahead and most of your weight on your heels. Hold stomach in to flatten lower back. Avoid high heels and platform shoes. Never bend backwards; do not bend forward with knees straight, always squat. Avoid standing still for a long time. Move around. If you are standing for long periods of time, use a small foot stool to put one foot up. Alternate feet when necessary.

General Exercise Guidelines

Exercising will tone and condition muscles which in turn keeps fat and skin from sagging, helps prevent possible injury or pain because of faulty posture or weakness, and will return you to the level you were before pregnancy.

1. Start slowly and do not overdo the amount of exercise. A good way to start a new program is to exercise a few repetitions at a time, but 3 or 4 times a day. Be sure to avoid long, tiring sessions.
2. If you feel dizzy, tired, or short of breath, stop and rest. Take your time.
3. DO NOT HOLD YOUR BREATH! Exhale as you exert, or count out loud as you do the exercise.
4. Do not get out of breath–if you can talk, you're not overexerting.
5. Perform each exercise slowly and completely. Do not force your muscles. Work within your own level of comfort and tolerance.
6. Avoid exercises that require a lot of leverage or which increase the curve in your lower back.
7. To gain best results and to avoid sudden strain, regular exercise is important.
8. Be cautious about competitive sports—the urge to win may overcome your common sense and you may ignore the symptoms of overexertion.

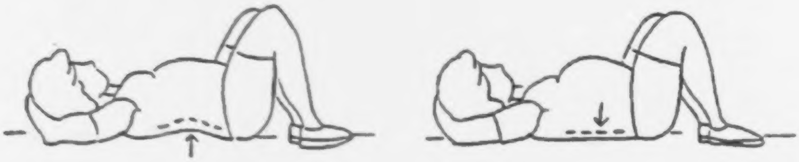
Exercise Ideas

1. **Pelvic Tilts:**

Purpose: To relieve or lessen lower back pain; to maintain low back flexibility; to relieve pressure on the nerves and blood vessels of the arteries, rectum, pelvis, kidneys and legs; to improve posture.

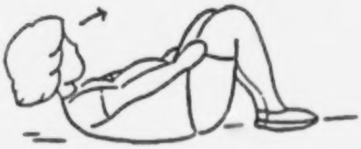
Starting Position: Lie on your back with your knees bent, arms at side or resting on stomach. These can also be done in a standing position, or kneeling on all fours.

Action: Tilt pelvis back by pulling in your abdomen and squeezing your buttocks together. Hold for five seconds and repeat.



General Exercise Guidelines *(continued)*

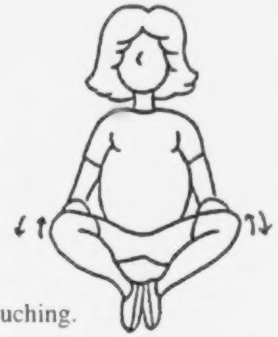
2. Roll Ups



Purpose: To increase abdominal strength.

Starting Position: Lie on your back with your knees bent, arms at side.

Action: Slowly raise head and shoulders off floor reaching for your knees. Curl up far enough so that your shoulder blades are off the floor BUT NO FARTHER. Exhale as you come up off the floor and inhale as you relax.

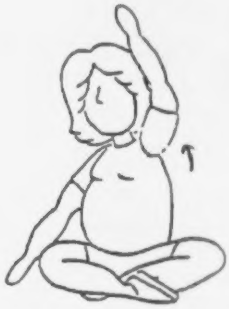


3. Tailor Stretch

Purpose: To stretch inner thigh muscles

Starting Position: Sit on floor with knees bent and soles of feet touching.

Action: Place hands on inside of knees. Push up but resist movement with hands. Tighten as much as you feel comfortable with. Hold for five seconds then relax and slowly push down.



4. Rib Cage Stretches

Purpose: To expand rib cage (helps decrease heartburn, indigestion, and shortness of breath); helps stretch shoulder and back muscles.

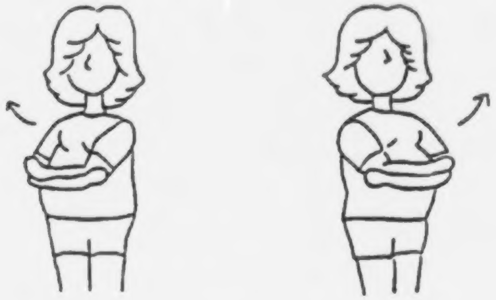
Starting Position: Sit comfortably on the floor, arms at side.

Action: Reach one arm above the head to the ceiling. The other arm is supported on the floor.

General Exercise Guidelines *(continued)*

5. Trunk Rotation

Purpose:	To stretch the back muscles.
Starting Position:	Stand comfortably with knees slightly bent with a pelvic tilt. Keep arms to side.
Action:	Turn head and shoulders to the right while the pelvis remains facing front; repeat to the opposite side.



6. Foot Circling

Purpose:	To decrease ankle swelling and promote circulation.
Starting Position:	Sitting in chair or on floor.
Action:	Lift foot and make slow, large circles with each foot, clockwise and counter-clockwise.

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Is Breast Feeding for You?

Before you make a decision about how to feed your infant, here are some things you should think about.

Breast feeding and bottle feeding have both advantages and disadvantages for mother and baby. Your baby can thrive on either one. What is most important to your baby's well-being is having a relaxed, happy mother . . . one who is capable of giving a baby the love and attention it deserves.

Since your choice of feeding method can affect your frame of mind, in fact your entire life, for many months, it is an important and very personal decision.

Read the information on this page and talk with your family, your teacher, your health care provider, and others about your decision. Ask yourself: Which one—breast or bottle—will better suit my personality? Which one will better meet the needs of my family? Which one will better fit my lifestyle? Remember: you'll be doing what's best for your baby only if you do what's best for you.

What's good about breast feeding?

- Breast milk will be easier for your new baby to digest. No curds will be left in his stomach to cause indigestion, or lead to sour-smelling "spit up."
- Except in a few instances, breast milk is always clean and safe. Your baby can't catch an intestinal infection from it, nor be allergic to it.
- It is thought that your breast-fed baby may be better protected against colds, allergies, diarrhea, and various infections. That is because your antibodies (the substances in your body that make you immune or resistant to certain diseases) are passed on to baby through your milk.
- Breast feeding stimulates the muscles of the uterus, and helps it return more speedily to normal size and position.
- With breast milk, there's no measuring, sterilizing, or refrigeration to worry about. And since you don't have to buy formula or equipment, it also saves some money.

What else is there to know about breast feeding?

- Don't worry about your figure. The production of milk does not require you to be any fatter than normal. Your breasts will resume their usual size when you've finished nursing.
- How long to nurse? In some primitive societies, children are given the breast well into their third or fourth year of life. Most American women will nurse from 3 to 7 months (when baby starts cutting teeth), but even one month is considered worthwhile.
- You may have heard that breast feeding can keep you from menstruating, and therefore provides a means of contraception. This is true to some degree. But you cannot depend on it. Consult your doctor about a modern, dependable method of contraception.
- If you nurse, you will need to eat about 1,000 calories a day more than usual for producing milk. Your doctor will tell you if you have any special nutritional needs.

What Is Good for the Baby to Eat?

There are three possible feeding methods for infants, as listed below. Characteristics of each method are listed underneath. On the next page, you will find charts for each method, with columns for advantages and disadvantages. Read each characteristic, decide whether it is an advantage or disadvantage, and rewrite it on the chart in the appropriate column.

Breast Feeding

- Can be cheaper than buying formula
- Is easier for baby to digest
- Designed for baby's special nutritional needs
- Produces fewer allergies
- Has antibodies that help newborns fight infections
- Helps build a special emotional bond between a mother and child
- Helps the mother's uterus and abdomen return to their normal size
- Makes night feedings simple—no bottles to prepare
- May be difficult if the mother is unwilling to breast-feed
- May make some mothers feel uncomfortable or embarrassed
- Demands mothers to eat a healthy diet and drink plenty of fluids
- Prevents other people from feeding the baby
- Some mothers are physically unable to breast-feed

Formula Feeding

- Allows fathers or others to share the feeding routine and have close contact with the baby during feeding
- Allows parents to know exactly how much baby drinks
- Can cause allergies
- Requires equipment sterilization and formula preparation
- Does not provide immunities
- Means budgeting for the purchase of formula, bottles, nipples
- Means baby is more likely to have colic or other digestion problems
- Provides more flexibility for babies in child care
- Requires the purchase of specialized formula for babies in powdered or ready-to-use form

Breast Feeding and Formula Feeding

- Allows freedom of sharing the feeding responsibilities among family members
- May be difficult to combine methods if baby shows preference for breast or bottle
- Gives mother more time away from home
- Has advantages of both feeding methods

What Is Good for the Baby to Eat? *(continued)*

Breast Feeding

Advantages:	Disadvantages:

Formula Feeding

Advantages:	Disadvantages:

Breast Feeding and Formula Feeding

Advantages:	Disadvantages:

Types of STDs

Trichomonas

Trich (pronounced "trick") is the most frequently diagnosed STD. In women trich causes a yellow or yellow-green foamy discharge, and sometimes itching of the vulva and vagina. Males may have no symptoms. Untreated trich during pregnancy can cause rupture of membranes that leads to preterm labor and delivery.

Chlamydia

Chlamydia causes males to have a penile discharge and/or burning on urination, or they may not have symptoms. Women may have a white/yellow thick pus-like discharge, or they may have no symptoms. If untreated during pregnancy, it has caused rupture of membranes, leading to preterm labor and delivery. Also, the fetus can get an eye infection or a respiratory infection when it passes through the infected birth canal during delivery.

Human Papilloma Virus (HPV)

HPV is a virus that causes genital warts and is suspected as one of the causes of cervical cancer. The earlier the onset of vaginal intercourse in a person's life, and the greater number of partners, the more likely the chance of infection by HPV. HPV is not transmitted to the fetus during pregnancy.

Gonorrhea (GC)

Males usually have a penile discharge that makes urination painful. Females sometimes have a pus-like discharge, but often have no symptoms. Untreated GC can cause the fetus to acquire GC when it passes through the birth canal during delivery. If untreated, GC infection in the eye of the newborn baby causes blindness.

Herpes Simplex Virus (HSV)

HSV is the cause of Genital Herpes. During a first outbreak of genital herpes a person has a low grade fever (below 100 degrees), a general flu-like feeling, and aching in the upper legs or groin. A few days after these initial symptoms, blisters appear on the genitals. When the blisters break, the skin under the blisters ulcerates. The ulcers are very painful. The skin heals within two weeks. However, the virus lives in the adjacent nerve root, and recurrence of the blisters is possible.

If a woman has a first HSV outbreak during pregnancy the fetus may die or be born with severe birth defects. If the woman's first outbreak is at the time of labor, a C-section will be performed to prevent contact of the fetus with the virus, which is present in very high levels during a first outbreak. HSV can not be cured. However, with the help of medication and regular, healthy living patterns, the number of outbreaks can be limited, and the duration of outbreaks can be shortened.

Source: Chris Nyirati, Ph.D., R.N., C.S., Assistant Professor of Clinical Nursing, The Ohio State University College of Nursing, and Nurse Practitioner, Department of Community Medicine, Grant/Riverside Hospital.

Types of STDs *(continued)*

Human Immune-deficiency Virus (HIV)

HIV is the virus that causes acquired immune deficiency syndrome (AIDS). The immune system is impaired in people with AIDS; therefore, they cannot fight infection as easily as people who do not have AIDS. Teenagers who are pregnant and teen fathers are in a high risk group for HIV. Screening for HIV is done via blood sampling. If a pregnant woman is HIV positive, medication can be taken during pregnancy that is highly successful at decreasing transmission of HIV to the fetus.

Syphilis

Syphilis causes a painless, oval or round hard ulcer called a chancre on the genitals. The chancre disappears even without treatment. However, if untreated, syphilis progresses to the next stage, in which the individual has flu-like symptoms, and a rash especially noticeable on the palms of the hands and soles of the feet. If syphilis remains untreated, it can attack the brain and nervous system, heart, blood vessels, liver, skin, and bones. Congenital syphilis means that the fetus gets syphilis during pregnancy. This causes many serious birth defects and even death of the fetus.

Hepatitis B

Hepatitis B is a virus that causes severe and sometimes irreversible damage to the liver. Although hepatitis can be acquired in ways other than sexual contact (through blood-borne infection), the most common way for pregnant teen women to acquire hepatitis B is through sexual contact. It is possible for the fetus to acquire hepatitis B during delivery.

Pelvic Inflammatory Disease (PID)

PID is a major complication of STDs in women. Usually pregnant women are protected against PID by the mucous plug and amniotic sac. PID is an extensive bacterial infection involving the pelvic organs. It can be extremely painful, sometimes accompanied by a high fever and generalized flu-like symptoms, and can spread throughout the body. Untreated PID causes scarring of the reproductive organs, which can lead to sterility, an increased incidence of tubal pregnancy, and chronic pain.

STD Prevention Strategies

Abstinence. NOT having sexual intercourse of any kind is the very best and safest way to avoid sexually transmitted diseases.

Having sex without protection is risking the welfare of you, your partner, your child, and your family. If you do choose to have sex, use safer sex practices:

Limit your sex partners. Every time you have sex with someone you are at risk of getting STDs that person has picked up from other partners. Know your partner and his or her sexual history. Avoid unsafe sexual contact with persons in high-risk groups.

Use a latex condom correctly. STDs such as AIDS are carried in semen and other body fluids, so other forms of birth control won't protect you. Condoms are your BEST protection against AIDS and other STDs if you are having any kind of sexual intercourse (including oral intercourse). Condoms, however, are NOT 100 percent effective. When using a condom, avoid using oil-based lubricants like Vaseline, Crisco, or baby oil, as they weaken a condom.

Do not use or abuse drugs, and never share needles. The AIDS virus is found in blood and other body fluids such as semen and vaginal secretions. Do not share toothbrushes or razors.

AIDS: Myth or Fact

Check whether each statement is a myth or a fact.

Myth Fact

_____ _____ 1. An unborn child can get AIDS if his or her mother is infected.

_____ _____ 2. Lesbians are homosexuals and are likely to get AIDS.

_____ _____ 3. A breast-feeding mother who has AIDS can pass the AIDS virus to the baby through the breast milk.

_____ _____ 4. If a mosquito bites a person with AIDS and then bites someone else, the second person it bites may get AIDS.

_____ _____ 5. Women with AIDS may sexually transmit it to men.

_____ _____ 6. You can get AIDS by using a phone that was just used by someone with AIDS.

_____ _____ 7. You can get AIDS if a person with AIDS coughs or sneezes near you.

_____ _____ 8. You can get AIDS from a toilet seat.

_____ _____ 9. If you kiss a person with AIDS on the cheek, you can get the disease.

_____ _____ 10. You can get AIDS by having sexual intercourse with an infected person.

_____ _____ 11. You can get AIDS by drinking from the same glass as a person who has it.

_____ _____ 12. You can get AIDS by having oral sex with a man who has it.

_____ _____ 13. If a person with AIDS cries and his or her tears touch you, you can get it.

_____ _____ 14. You should avoid having a blood transfusion so that you won't get AIDS.

_____ _____ 15. Persons who have sex with many different people are at risk of getting AIDS.

_____ _____ 16. You can get AIDS from hot tubs or swimming pools.

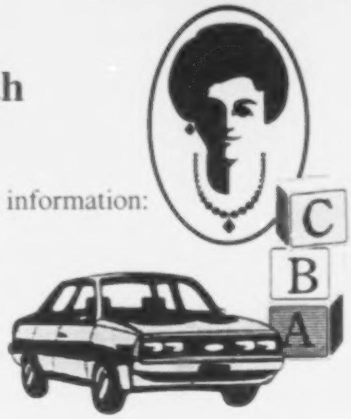
_____ _____ 17. You are likely to get AIDS if you sleep in the same bed as someone with AIDS.

_____ _____ 18. School children can get AIDS by sitting next to or playing baseball with another student who has AIDS.

_____ _____ 19. Brothers and sisters of children with AIDS usually also get AIDS.

_____ _____ 20. Doctors and nurses who treat AIDS patients often get AIDS as well.

Investigate Your Birth



Ask your parents and other family members about the following information:

1. What were your parent(s) doing and where were they when labor began?

2. Historical events happening in the world:

3. Place and time of your birth:

4. Your physical conditions at birth:

   Weight:

   Length:

Other information:

5. The length of your mother's labor:

6. Your parents' and other family members' memories of labor and delivery happenings:

7. Way your name was picked:

8. Were you breast-fed or bottle-fed?

   If bottle, what type of formula?

Labor and Delivery Interview

1. What were some signs that made you think you were in labor?

2. What was the length of time between your first contraction and the birth of your baby?

3. How long after you went to the hospital was your baby born?

4. What were some thoughts or feelings you had while you were in labor?

5. Were you afraid of anything during labor and birth? If so, what? How do you feel about those things now?

6. What do you remember the most about labor?

7. If you knew you were soon going to be in labor again, how would you prepare yourself?

8. Other than contractions, what other things happened with your body during labor and delivery?

9. How did you feel after the baby's birth? How soon were you able to hold your baby? Did he or she look like you expected? Was it love at first sight?

10. What kinds of things were most helpful to you during labor?

11. Who stayed with you during labor and delivery?

12. Did you receive any help on how to take care of your baby?

Name(s) of person(s) interviewed:

Age(s):

First Baby?

Preterm Labor

What is preterm labor?

Preterm labor is labor that begins more than three weeks before you are expected to deliver. Contractions tighten the womb and cause the cervix to open earlier than normal. This can result in the birth of a premature baby.

Why should you learn about preterm labor?

Preterm labor can lead to premature birth; babies born too early can have serious problems breathing, eating, and keeping warm, and may not live.

If you know what to look for, you will be able to tell if preterm labor begins to happen to you. You can get help to stop it, and you may be able to prevent your baby from being born too early.

No one can tell who will have preterm labor. Preterm labor can happen to any woman, but some things seem to increase the chance. Just because you have some chance of preterm labor does not mean you will have a premature labor.

What to look for

Preterm labor is usually not painful, but there are several warning signs you should learn:

1) Contractions that are ten minutes apart or more often.
2) Menstrual-like cramps in lower abdomen. May come and go or be constant.
3) Low dull backache felt below waistline. May come and go or be constant.
4) Pelvic pressure which feels as though the baby is pushing down. Pressure comes and goes.
5) Stomach cramps, with or without diarrhea.
6) Vaginal discharge may suddenly increase in amount, or become bloody (pink or brownish).

What should you do if you suspect preterm labor?

If you notice any of these signs and/or flu-like symptoms, or any severe pain...

- Empty your bladder
- Drink three, 8-ounce glasses of water
- Lie on your left side
- Call your health care provider right away

The Stages of Labor and Delivery Chart

Labor and delivery progress by stages. One stage leads into another until the baby is born and the placenta is expelled. Then you're done—congratulations! Test your knowledge of the labor and delivery process. The information given on the following page belongs on this chart, but is not listed in the correct order. See if you can put the pieces of information in each category in the correct place on the chart.

FIRST STAGE – LABOR

	Phase 1 **Early Labor**	**Phase 2** **Active Labor**	**Phase 3** **Transition**
Breathing			
Contractions			
Dilation			
Average Length of Time (first birth)			
Emotional Reactions			
Physical Signs			
Coach's Activities			

	SECOND STAGE – DELIVERY OF BABY	**THIRD STAGE – DELIVERY OF PLACENTA**
Breathing		
Contractions		
Average Length of Time (first birth)		
Emotional Reactions		
Physical Signs		
Coach's Activities		

The Stages of Labor and Delivery Chart *(continued)*

The events of labor and delivery are given below. Use the information to fill in the labor chart on the previous page.

Breathing
- Slow chest (6–9 per min.)
- Deep breaths held for 15 secs. each
- Repeated pattern of 3–5 pants followed by short blow
- Normal
- Steady panting

Contractions
- 45–60 secs. long; 2–4 mins. apart
- 30–45 secs. long; 5–20 mins. apart
- 60–90 secs. long; 30–90 secs. apart
- Moderate, decreasing
- Farther apart but very strong
- Mild and irregular

Dilation of Cervix
- 8–10 centimeters
- 1–3 centimeters
- 4–7 centimeters

Average Length of Phase/Stage
- 50 minutes
- Up to 8 hours
- 10–15 minutes
- 1–2 hours
- 3–4 hours

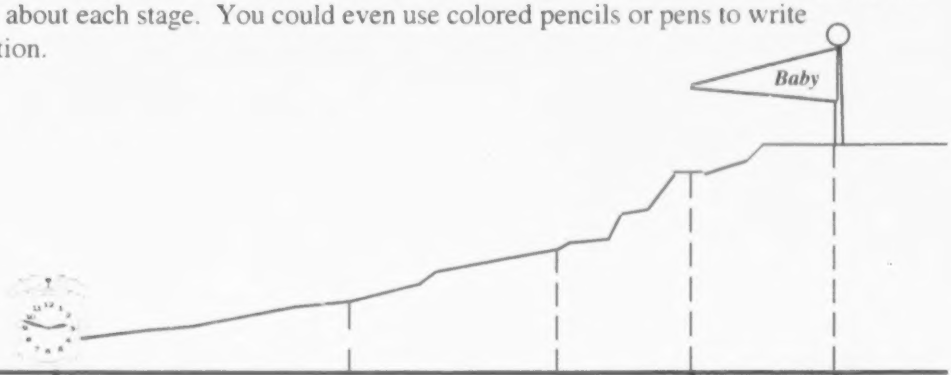
Emotional Reactions
- Angry, unreasonable, agitated; distracted
- Renewed excitement, relief
- Tired, discouraged
- Excitement, confidence
- Fatigue, satisfaction

Physical Signs
- Leg cramps, urge to urinate
- Nausea, shaking, or chills
- Bloody show
- Strong urge to push; face flushed
- Strong chills, shaking
- Urge to push begins
- Baby's head shows (crowns)
- Regular contractions begin
- Strong sense of stretching
- Membranes rupture

Coach's Activities
- Help to relax
- Bring mother to hospital
- Help pace breathing
- Help to hold position for pushing
- Offer ice cubes, sour balls, wet washcloth
- Help to stay awake but also relax
- Time contractions, tell when to begin special breathing
- Massage back and leg cramps
- Encourage
- Reassure
- Hold baby, cut cord

Stages of Labor and Delivery

The following chart represents the three stages of labor. Using colored pencils, crayons, or markers, color each stage in the diagram a different color. Then use classroom resources to fill in information about each stage. You could even use colored pencils or pens to write in the information.



	Early Labor	Middle Labor	Transition	Pushing	Placental
	First Stage (Dilation) (12 - 24 hr.)			Stage 2 (2 - 3 hr.)	Stage 3 (5-30 min.)
Physical changes that will happen to me					
My baby's position					
Actions I can take					
Coach's responsibilities					
Special procedures or terms to know					

Labor and Delivery Terms

After-pains	Contractions after delivery that result from the uterus's returning to its normal condition. Noticed more in multiple births. Last 2-3 days, normally, and more when nursing.
Amniotic fluid	Fluid that supports the baby in a bag of water, prevents heat loss, and acts as a shock absorber.
Braxton-Hicks Contractions	Intermittent contractions of the uterus occurring periodically throughout pregnancy. Also known as "false labor."
Breech	Presentation of the infant's buttocks or feet instead of the head as the baby comes through the birth canal.
Centimeters	Unit of measurement used to describe progress in dilation. 1 inch = 2.5 centimeters.
Cervix	Neck (the lower and narrow end) of the uterus (womb).
Cesarean section	Delivery of the baby by an incision through the walls of the abdomen and uterus.
Colostrum	Sticky yellow-like fluid excreted by the breasts during pregnancy and for one or two days after delivery.
Contraction	Tightening of the uterine muscle.
Crowning	When the baby's head is at vaginal opening.
Dilation	Opening of the cervix; measures from 2 cm. to 10 cm.
Effacement	Thinning out and shortening of the cervix; measured in percentage.
Embryo	The product of conception from the third to the fifth week of gestation.
Episiotomy	An incision made to avoid tearing the perineum at delivery.
Fetal heart tones (FHT)	The baby's heartbeat as heard through the abdominal wall. Roughly 120 to 160 beats per minute.
Fetus	Baby in uterus, from fifth week of gestation until birth.
Fundus	Top of the uterus.
Gravida (G)	A pregnant woman.
Primigravida	A woman pregnant for first time.
Multigravida	A woman pregnant more than once.
Induction	Initiating labor by use of medication such as an oxytocin.

Labor and Delivery Terms *(continued)*

Involution	Returning of the uterus to a prepregnant state.
Lactation	Production of milk.
Lightening	When baby has "dropped" down into pelvis.
Lochia	Bloody discharge from the vagina after delivery.
Meconium	The baby's first bowel movement, black in color.
Membranes	The sac or bag that lines the uterus and in which the baby grows.
Molding	The shaping of the baby's head to adjust itself to the birth canal. Head assumes normal shape during first few days after birth.
Para (P)	Number of living children.
Primapara	A woman who has given birth to her first child.
Multipara	A woman who has borne more than one child.
Perineum	The area surrounding the vagina and anus.
Placenta	The organ through which the baby is fed, and that is expelled after the baby is born (also known as the afterbirth).
Posterior	Presentation of the infant with its head first, its face up, and its back to the mother's spine.
Postpartum	After delivery.
Show	The blood-stained mucus discharge; a sign of true labor.
Transition	The period of dilation between 8-10 cm.
Transverse	The baby lying crosswise in the uterus.
Uterus	The hollow, muscular female organ designed for lodging and nourishing the fetus during its development before birth.
Vagina	The birth canal, extending from the vulva to the cervix of the uterus.
Vulva	External female genitalia; lips of vagina.

Pain Medication for Labor and Delivery

When you are considering medication for your labor and delivery, here are a few points to consider:

1. Relaxation techniques are one of the most effective ways of dealing with pain and tension in labor. Relaxation techniques include deep breathing, using a focal point, and listening to relaxing music. During your labor, the hospital staff may suggest several other alternatives to relieve discomfort, such as changing your position, taking a shower, taking a walk, having your back rubbed, or using a different breathing pattern.

2. Medications can be a useful tool when used wisely and when you and your health care provider feel it is necessary. You have the right to ask questions and the responsibility to make an informed decision.
   Consider:
   What are the pros and cons and how will it affect me and my baby?
   What will happen if I wait?
   Will the medication be available later?
   Where am I in labor? How close am I to delivery?

3. All medications do pass through the placenta to your baby. Although no drug has been proven absolutely safe for the unborn child, many have had extensive use and appear relatively safe.

4. Timing is important! Medications are not usually given in early labor as they may slow labor down. However, when progression of labor is slowed by anxiety and tension, they may speed labor up. Medications are not given too close to delivery as effects are greater on the infant. It is usually very difficult to predict the progression of labor, so you and your health care provider must determine the appropriate time for medication.

5. Pain medications will not take away all pain sensations. Small amounts of pain medication may decrease pain sensation and aid in relaxation. There is no perfect pain medication for all circumstances, so talk with your health care provider before delivery to determine what medications are commonly used.

Signs of Labor

Labor may be easier if you understand what is happening inside your body. Your uterus has several jobs to do before your baby is born. One of these jobs is the softening of your cervix. As labor begins, your body releases hormones that tell your cervix (the lower part of your uterus) to soften up and get out of the way. This process is called **dilation.**

Release of the Mucous Plug

During pregnancy, your cervix is sealed with a **mucous plug.** This plug keeps germs from getting in the uterus and giving your baby an infection. During labor, this plug comes out. It will be white with possibly a tinge of pink.

The loss of the mucous plug may occur hours before the onset of labor, but in some cases it may occur a few days or even a week before labor actually begins. When it happens, call your health care provider!

Contractions

Contractions may be another sign of labor. When they start, contractions may feel like gas pains or menstrual cramps. If they continue and become longer, stronger, and closer together they are probably true labor contractions. Some women will find these contractions painful, others will feel only discomfort.

When your contractions start, have someone time them. Count the time from the beginning of one contraction to the beginning of the next contraction. Also count the time from the beginning of the contraction to the end of it. Keep a written record of these times so that you can tell your health care provider.

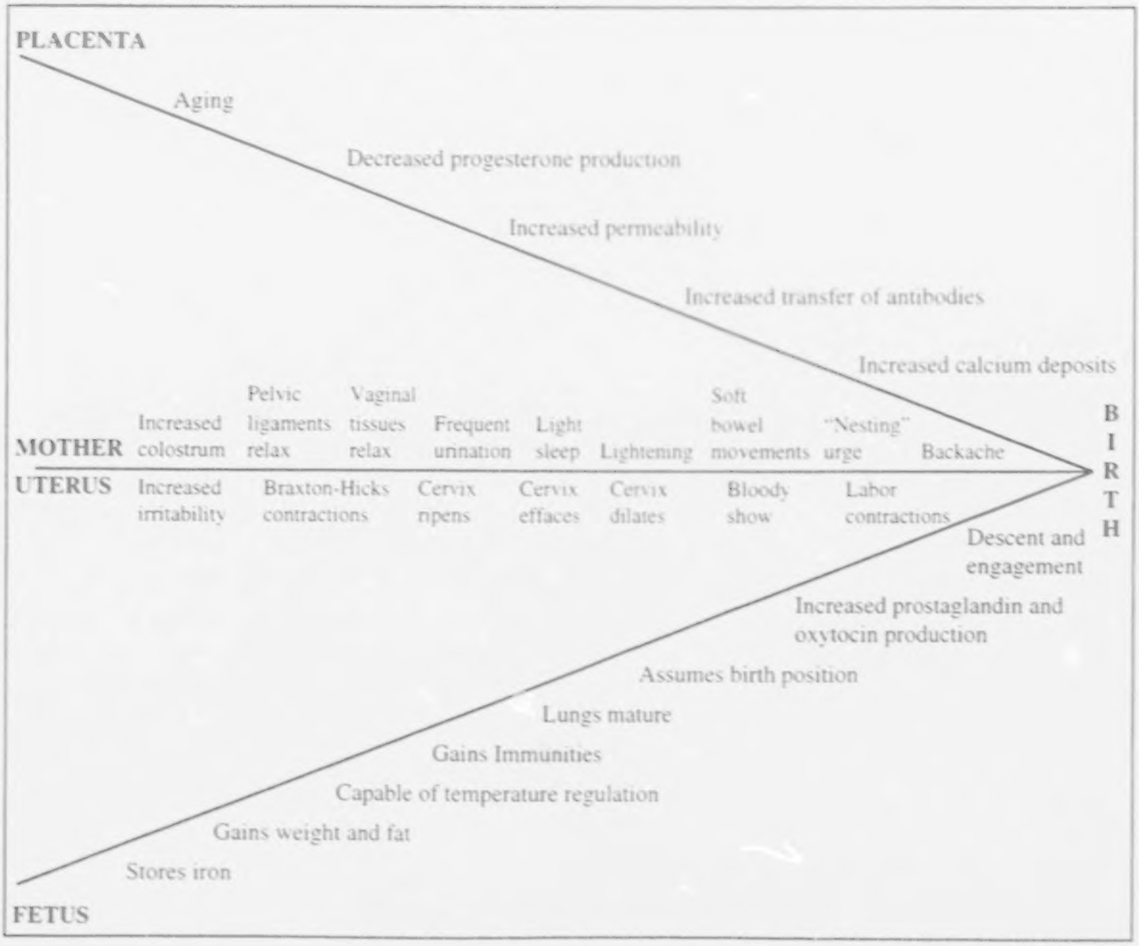
Rupture of the Amniotic Sack

Another first sign of labor is **rupture of the bag of water or amniotic sac.** This is the sac in which your baby has been growing. Health care providers usually like to deliver the baby within 24 hours of rupture because of the possibility of infection. If your water breaks it can do so slowly or with a gush. Either way, it will keep coming out no matter how much you try to hold it! Call your health care provider immediately, even if contractions haven't begun.

Once the water breaks, the majority of pregnant women feel their first contractions within 12 hours; most others feel them within 24 hours. About 1 in 10, however, take longer to go into labor. If you experience a trickle or flow of fluid, call your health care provider and keep the vaginal area as clean as possible, to avoid infection. Don't take a bath or have sex; use sanitary napkins (not tampons) to absorb the flow of fluid; don't try to do your own internal exam; and wipe front to back at the toilet.

The Events of Late Pregnancy

The chart below shows the ways your body prepares for the birth of your baby. Circle and research definitions for words you do not know. Then read the description on the next page.


PLACENTA
Aging
Decreased progesterone production
Increased permeability
Increased transfer of antibodies
Increased calcium deposits
MOTHER
Increased colostrum
Pelvic ligaments relax
Vaginal tissues relax
Frequent urination
Light sleep
Lightening
Soft bowel movements
"Nesting" urge
Backache
UTERUS
Increased irritability
Braxton-Hicks contractions
Cervix ripens
Cervix effaces
Cervix dilates
Bloody show
Labor contractions
BIRTH
Descent and engagement
Increased prostaglandin and oxytocin production
Assumes birth position
Lungs mature
Gains Immunities
Capable of temperature regulation
Gains weight and fat
Stores iron
FETUS

Source: Excerpted from *The Birth Partner* by Penny Simkin with permission from The Harvard Common Press, 535 Albany Street, Boston, MA 02118, 617-423-5803.

The Events of Late Pregnancy *(continued)*

The last weeks of pregnancy are a valuable time for you and your baby to prepare. Your breasts, for example, produce more colostrum, the first food for the baby after birth. Your uterus contracts more frequently, maybe in response to things such as sneezing or bumping the abdomen. These contractions, usually mild, help soften and thin your cervix. Before labor begins, your cervix may have dilated one or two centimeters. The ligaments and cartilage in your pelvis relax, allowing more flexibility in the joints, making it possible for the pelvic bones to spread during labor and birth, and giving your baby a bit more room in the birth canal. At the same time, the tissues of the vaginal wall relax and become more elastic, which eases the baby's passage.

Fetal development late in pregnancy prepares the baby for life outside the uterus. The fetus stores iron at a rapid rate in the last weeks of pregnancy, taking in enough to meet her needs for the next four to six months. This iron supplements the small amounts of iron present in breast milk. The fetus adds fat and develops the ability to maintain her own body temperature. She gains weight and strength. As the fetal adrenal glands mature, they begin producing hormones that play a crucial role in lung development. As the placenta ages, it allows antibodies to cross from you to your baby, providing months of protection for the baby against diseases to which you are immune.

When your baby is ready to survive outside your body, hormones are produced that feed back to your circulation and seem to play a key role in some of the changes that start labor. Your own readiness for labor is the other key. Usually, when the time is right for both you and the baby, labor begins.

Packing Your Bag for Your Hospital Visit

Your hospital visit offers you the opportunity to rest. Following are some things you may want to take along to make your stay more comfortable.

Hospital Clothing

Robe (nontransparent and washable), two to three nightgowns with button-down fronts (washable), two to three nursing bras or well-fitting supportive bras, slippers with no heels (easy to slip on), two to three underpants

Miscellaneous

____ Cosmetics
____ Toothpaste
____ Toothbrush
____ Comb
____ Brush
____ Bath powder
____ Deodorant
____ A wristwatch or clock
____ Warm socks for labor or birthing room
____ Stationery
____ Pen
____ Stamps
____ Address book
____ A good book
____ Sour candy (suckers) to suck on during labor
____ Lotion to assist partner in rubbing your back in the labor or delivery room

There is no need to bring the following with you, but have them ready at home so that someone can bring them to the hospital later.

Going-Home Clothing

Maternity dress or slacks and top
Shoes
Bra, underpants, socks
Outerwear, according to the weather

Baby's Going-Home Outfit

Diapers (and plastic pants if desired)
Undershirt
Nightgown, sleeper, or diaper set
Sweater and cap
Receiving blanket or heavy blanket, according to the weather

Other things I will be taking:

What I will pack for the baby:

Going to the Hospital

Complete the information below. Use the information to help yourself prepare for your hospital stay.

Hospital I Will Use

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Person Taking Me to the Hospital

Daytime: ______________ Phone: ______________

Nighttime: ______________ Phone: ______________

Backup Person: ______________ Phone: ______________

Rescue Squad: ______________ Phone: ______________

Police or Sheriff: ______________ Phone: ______________

When to Go to the Hospital

"Show" ______________________________

Contractions ______________________________

Water Broken ______________________________

What I Will Take

Hospital Clothing: ______________________________

Personal Items: ______________________________

Going-Home Clothing for Me: ______________________________

Baby's Outfit: ______________________________

Unit 3:

Postpartum/ Neonatal Care

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on caring for mother and baby during the postpartum period. Infant feeding options, postpartum care of the mother, and care of the newborn are the focus of the competencies.

Teacher Background Information

The teacher background information reviews current literature on postpartum and newborn care as they relate to adolescent parents. **Page 272**

Learning Activities

The learning activities address four competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS)*. Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 3.1:	Evaluate infant feeding options	**Page 282**
Competency 3.2:	Assess the postpartum care period	**Page 288**
Competency 3.3:	Demonstrate care of newborns	**Page 294**
Competency 3.4:	Analyze sexual decisions during and following pregnancy	**Page 304**

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and referenced according to their related competency. **Page 308**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 309**

Teacher Background Information

Rationale

As we enter the 21st century in America, more than nine out of ten teens who give birth decide to keep their infants. New teen parents are different than older first-time parents. A popularly held belief is that teen parents and their infants always have more difficulty adjusting post-partally; another belief is that teens do not make good parents. However, researchers have found great variability in the adjustment of teen mothers both to their transition to parenthood, and in the health of their babies (Mercer, 1985). Such variability is linked to characteristics of the environment, the infant, and the teen parents themselves.

Environmental factors contributing to variability include the types and degrees of social support offered to the teen parents, and to availability of financial and other physical resources. The teens themselves exhibit particular strengths and vulnerabilities that contribute to, or detract from both their physical and mental health, and their ability to become good parents. Each infant, as well, is unique, and possesses individual attributes that may make it easier, or more difficult for the newly configured family of teen parents to adjust to the parent role.

Teen parents and their infants have special needs. Teens and their infants are at greater risk for developing certain problems. Teen mothers have been found to be at risk for sexually transmitted diseases, rehospitalization soon after discharge from the hospital for infection or hemorrhage, for yet another pregnancy before the end of the teen years, and for not returning to finish a high school education and subsequent lower economic statuses.

Since children of school-age mothers are more likely to be born prematurely and 50 percent more likely to be low birth weight, these children are more prone to adverse health conditions such as infant death, blindness, deafness, chronic respiratory problems, mental retardation, mental illness, and cerebral palsy, and also twice as likely to be later diagnosed as having dyslexia, hyperactivity, or another disability (Maynard, 1996). In addition, the infants of teens are more likely to be hospitalized for various illnesses (Wilson, Duggan, & Joffe, 1990).

The tasks of all new parents require hard work in many domains, including physical, psychological, and social support, and in social role adjustments. While research has demonstrated that teens and their infants may be at higher risk for problems, teens can, and often do, adjust well physically and psychologically, as well as conforming socially to their new roles as parents (Mercer, 1985).

Unit 3: Postpartum/Neonatal Care

Background

Psychosocial Adjustment of Teen Parents in the Postpartum Period. Most of the men who have fathered an infant by a teenaged mother are not themselves teenagers (Tuttle, 1988). Perhaps this is the reason for the scarcity of research about postpartum adjustment of teen fathers. Most of the research about psychosocial adjustment of teen parents in the postpartum period relates to adolescent mothers.

New adolescent mothers require more social support than more mature first-time mothers. Four types of support from her parents, and from friends and the father of the baby have been identified (Younger, 1991). First, emotional support in the form of feeling loved and understood; second, informational support that helps the teen to understand how to solve problems; third, direct physical and financial support such as help with caring for herself, her baby, and her home; and last, support in the form of approval, which helps the mother gain confidence in her new mothering role.

Within a few months after giving birth, adolescent mothers have tended to have less stability in the sources of support, as well as perceiving less physical and financial support (Harrington, 1991). However, the quality of emotionally supportive interactions seems to be as great for teen mothers as for more mature first-time mothers (Higgins, Schilmoeller, Baranowski, & Coladarci, 1993). The relationship of the adolescent mother to her own mother is an important socialization structure (Musick, 1994) in the adolescent mother's role attainment as mother to her newborn. Her mother likely contributes to, or detracts from, socialization to the mothering role more than any other person in the teen mother's life.

Psychological Adjustment. Within the first two weeks after the baby's birth, the teen mother may feel blue. "Postpartum blues" probably are due to a combination of factors, including tiredness from the ordeal of labor and delivery, physiologic changes, hormonal changes, the responsibilities of caring for a dependent newborn, and changes in relationships with the teen's own parent caregivers and with the father of the baby. Feelings may include anger, sadness, mood swings, fatigue, loss of appetite, difficulty sleeping, and a general feeling of letdown. These transient experiences usually dissipate in a few weeks. If they persist; if the mother has feelings of dread for herself or her baby, or feels the impulse to harm herself or her baby, she needs intervention by her health care provider immediately. Such feelings are signs of postpartum depression, a serious emotional problem. Teen mothers are at greater risk for postpartum depression, not because of age or developmental status, but because they more often have been subjected to psychosocial factors that are related to depression in all women. Specifically, women who become pregnant in the teen years are more likely to have been abused as children, to have less stable sources of emotional and material support, and to be less well educated. These factors are correlates of depression in all women.

The Mother-Infant Relationship: Bonding and Attachment. How the mother and infant bond will affect the amount of love the mother feels toward the infant and the motivation to respond to infant's moment to moment changing needs; likewise, it will affect how the infant learns to be clear about what is needed from the mother, and how much the infant will trust the mother to meet its needs.

The sense of love and responsiveness begins for teens during pregnancy, especially after the mother begins feeling the fetus move. Teens who are able to begin bonding with their infants before they are born are more likely to feel greater attachment soon after the baby's birth, and the older the teen during the pregnancy, the more likely the attachment will have already begun during the pregnancy (Bloom, 1992). Mothers respond to their own infants with love and sensitivity that is a normal consequence of maternal-infant bonding. Bonding is characterized by specific maternal and neonatal behaviors that strengthen the ties of love in their very early relationship.

The mother contributes to bonding with her infant when she
- Holds the baby 'en face' and makes eye contact with baby
- Speaks to the baby in a high pitched, soft and soothing tone
- Speaks to the baby in rhythm with the baby's movements
- Touches and cuddles the baby gently in her arms
- Holds the baby close
- Tends immediately to the baby's cry
- Lets down breast milk when the baby cries

Bonding is enhanced when the baby:
- Makes eye contact with the mother
- Holds eye contact with the mother in a prolonged gaze
- Cries
- Appears soothed when picked up and tended
- Responds to mother's voice with rhythmic movement
- Cuddles into mother's body
- Gives clear cues about needs (e.g., sucks on fists when hungry)

Teens may feel shy or awkward responding to their infants by talking or demonstrating affection overtly to their infants. Most of the research about responsiveness of teen parents toward their infants has been concentrated on the teen mother's relationship with her infant. Generally, teen mothers tend to be less vocal and demonstrative to their infants than older mothers (Harrington, 1991), but mothers older than 16 have demonstrated significantly more responsive and engaging behaviors with their infants if given a chance to learn these behaviors in a nurturing learning laboratory (Cooper, 1990). Teen mothers in general interact actively more often with their infants than teen fathers (Lamb & Elster, 1985). Teens need role models who are respectful, loving, and comfortable touching them and their babies in responsive and gentle ways.

Significant others in the infant's life, including the infant's father and grandparents, can express love toward the infant by gentle touching, snuggling, and light kissing. Infants communicate with their caretakers by vocalizing and moving. The mother or father who is in tune with the baby's cues responds to the baby, and the baby to the parent, so that the parent-child dyad appears to be "waltzing" using a high-pitched tone while talking. During feeding, babies need to be held at all times. The infant's body should be tilted slightly inward toward the caregiver's chest so that the caregiver and infant can make eye contact during the feeding, and so that the infant feels completely secure while taking in nourishment.

Social Adjustment and Maternal Role Attainment. Much has been written about the risk for teen parents to abuse their children (Williams-Burgess, Vines, & Ditalio, 1995). One of the most important correlates of child abuse is frustration related to the child's behavior; one of the most important causes of such frustration is parental expectations that exceed the child's age and developmental abilities. In general, the more parents know about developmental norms at every age of their child, the more realistic their expectations will be for their child's behavior. Adolescent mothers tend to perceive infant behaviors less optimally than older mothers (Becker, 1987). Learning about child development and developmental norms in the GRADS class may significantly decrease the adolescent parents' risk of abusing their child.

Poor self-esteem in the performance of mothering or fathering activities also contributes to a sense of general frustration, increasing the risk of abuse. Adolescent mothers perceive a greater need for information on infant care than nonadolescent mothers (Degenhart-Lesosky, 1989). Moreover, adolescent mothers have shown that they can achieve maternal role attainment when given adequate knowledge, along with material and social support (Kemp, Sibley, & Pond, 1990).

Facility in specific motor skills of parenting promotes a sense of achievement and increased self-esteem in striving to attain the parental role. Hence, it is helpful to practice certain psychomotor skills in the GRADS class, using specific step-by-step guidelines, such as the example presented in the Learning Activities, **Keeping the Newborn Clean** (p. 321). This exercise will help new teen mothers (and teen fathers, too) feel confident and safe bathing the new baby. Other activities that provide information about infant behavior and physical appearance may decrease the adolescent's sense of strangeness and fear of caring for the infant.

Physical Adjustment of Teen Mother in the Postpartum Period. In the first six weeks after the infant's birth the teen mother's body changes rapidly. Knowledge about the timing and nature of normal changes can serve to decrease anxiety about those changes. The information presented in the Learning Activities on **Physical Changes Following Delivery** (p. 311) can provide such knowledge.

The postpartum examination usually is scheduled six weeks after the infant's birth. However, many health providers who care for teenagers may schedule a visit two or four weeks after the infant's birth, and then another visit a month or two later. The purpose of the postpartum visit is to assess whether the new mother has adjusted physically and mentally after the infant's birth, and to establish a regimen of birth control.

Before attending the postpartum visit, the new mother needs to be on the lookout for danger signs. The new mother should contact her health care provider in case of the following danger signs:

- Fever above 100.4 degrees
- Headache
- Nausea and vomiting
- Chills
- Changes in vision
- Pain during or after urinating, or difficulty urinating
- Vaginal discharge that is foul smelling
- Bright red vaginal bleeding
- Heat, redness, pain, or swelling of a leg
- Excessive breast tenderness, or reddening of any part of the breast
- Severe pain in the pelvis, vagina, or episiotomy
- Feelings of sadness, depression, or anxiety that do not dissipate after two weeks
- Feelings of wanting to hurt oneself or one's baby
- Feeling anxious that something terrible is going to happen to one's baby

Physical Adjustment of Infant in the Postpartum Period. The newborn baby lies with legs and arms flexed. The baby's head seems large in proportion to the rest of the body. Babies vary in color according to race, but generally are pink. A cheesy substance called "vernix caseosa" protects the baby's skin while living in the uterus and may be present on the baby's skin at birth. The nurse will wipe off most of the vernix, but some may cling to the folds in the baby's skin. If the baby becomes chilled, the hands and feet can become purple, and the body may exhibit blotches of discoloration. African-American, Asian, American Indian, and some Caucasian babies may have dark colored spots on the lower back, called "Mongolian Spots." The baby may be covered with downy hair on back, shoulders, ears, and forehead. Newborns have silky hair on their heads. The baby's head may be misshapen or molded into a conehead from the pressure of passing through the vaginal canal. The baby's cheeks are prominent, and the chin is small. Eyes are dark blue or brown in dark-skinned babies. Eyelids may be swollen from delivery. Newborns do not cry tears. The newborn is a nose breather, and normally sneezes if the nose becomes obstructed. The baby's breasts may be swollen, and produce "witch's milk" for a few days after delivery. The abdomen is protuberant. The first bowel movement, called "meconium" looks like tar, sticky and black, and subsequent stools lighten to a greenish-yellow color. After a few days the stool becomes yellow and looks like it has little yellow seeds in it. The newborn's stools do not have an odor.

Infant Crying. When babies cry, their needs must be attended to immediately. The newborn baby will not become spoiled by immediate attention and holding. The longer the baby cries, the harder it will be to help the baby focus and respond enough to get her needs met. If a baby is allowed to cry without getting her needs met, she gives up and develops a sense of despair about her world. Such babies are later prone to anxiety and depression.

The infant should be picked up, held, rocked gently, spoken to in a soothing voice, or sung to softly. An infant should *never* be shaken, as this can cause severe injury to the baby's brain and eyes. In the first few weeks, the mother will learn the meaning of different cries: one cry may mean "I'm hungry," another "fix me; I am uncomfortable," and another, "I'm lonely and need someone to talk to me or play with me."

Some babies are fussy during a certain part of the day. Caregivers' tender touch can soothe the baby during fussy periods of the day. For example, caregivers can place the baby in a sling or a front carrier or lie down with the baby lying abdomen down on the caregiver's chest. Babies can be "swaddled" snugly in a soft blanket; this limits stimulation to the baby and helps calm and quiet the baby. Dimming the lights, decreasing the noise in the environment, and avoiding sudden movements will also help soothe the baby.

Mothers need to take a break from a baby that is causing undue anxiety or anger from crying. The mother can ask someone else to care for the baby for twenty minutes. If no one is around, the mother can gently place the baby in the crib, and call someone for help.

Infant Feeding. American teen mothers usually choose bottle over breast feeding. They give their reasons for not breast feeding as embarrassment of feeding in public, the need for sleep, pressure from social support sources to not breast feed, and fear of loss of attractiveness (Benson, 1996).

Infants grow rapidly, and the infant's diet needs to adequately supply nutrients to meet that rapid growth. Most baby formula is made from cow's milk, which is the ideal food for calves. Human milk is the best nourishment for human babies. Breast milk provides the infant with immune protection from many diseases including ear infections, meningitis, diarrhea, and allergic reactions such as wheezing, if the infant has asthma. Baby formula provides no protection from these illnesses.

The composition of breast milk changes as the infant develops to meet the specific needs of the changing infant. The vitamin, mineral, and amino acid content of breast milk is specifically formulated for better brain and nervous system development than is baby formula.

Breast feeding promotes attachment with the infant. The closer skin-to-skin contact gives the infant a great sense of security; and mothers who breast-feed can more easily respond to the subtle cues from the infant about his or her quickly changing needs.

Mothers should be encouraged to breast-feed for at least six months to one year, according to the recommendations of the American Academy of Pediatrics (1988). Beyond that, the mother-infant dyad should be permitted to determine when to wean according to the needs of infant and mother.

Support for breast feeding can be from many sources. The LaLeche League is an international organization the provides support and information to mothers regarding breast feeding. WIC provides nutritional information to breast feeding mothers, as well as food for breast feeding mothers. Hospital maternity units usually have a breast feeding specialist called a "lactation consultant" who can provide expert help in starting to breast-feed. The teen mother may need to request a consult from the lactation consultant.

When bottle feeding, the baby should be held in the arms of the caregiver. The bottle is always held, and never propped. Bottle-propping can cause ear infections and choking. The caregiver is not attuned to the needs of the baby when he or she is not holding the infant and the bottle while feeding. The "en face" position is the preferred method of caregiver-infant posture. In the en face position the caregiver holds the infant in his or her arms with the baby's body tilted toward his or her chest, at such angle that it is easy for the caregiver and infant to make eye contact.

Infants should be fed breast milk or iron-fortified baby formula until one year of age (American Academy of Pediatrics, 1992). Milk, in the form of whole milk, one percent, two percent, or skim is not an acceptable dietary source of nutrients for babies under one year of age.

Resumption of Sexual Activity and Contraception. A large proportion of American teen mothers give birth to yet another infant while still in the teen years (Kalmuss & Namerow, 1994). Frequently, new teen mothers (and sometimes teen fathers) state that they do not intend to have sex again. While abstinence is a legitimate option, many teens are unable to progress through a decision-making process in order to become committed to abstinence; rather, they say they intend to abstain without thinking about how they will feel in a sexual situation. More often than not, teens become engaged in sexual expression without planning for it to happen. As a result, they are vulnerable physically, emotionally, and mentally. Planning for the possibility of either becoming abstinent or of resuming sexual activity involves making a decision. Decision making is a process involving weighing advantages and disadvantages of actions, as well as recognizing emotional responses.

Teens require help in deciding to delay sexual intercourse. If they decide to engage in sexual intercourse, they need proper instruction in the consistent use of the contraceptive method of their choice. Prevention of pregnancy in teens will be more successful when the male partner takes an active role in contraceptive decision making (Tuttle, 1988).

The consensus among those who study the relationship of childhood sexual abuse and teen pregnancy is that a large proportion of women who become pregnant in the teen years have been victimized by childhood sexual abuse, and other forms of abuse (Stevens-Simon & Reichert, 1994). The reasons for this association between prior abuse and teen pregnancy are uncertain, but it is thought that teens who have been abused may not have had the opportunity to learn how to decline sexual activity, even when they do not wish to engage in sex. The challenge to all who are involved in the lives of teen parents is to sensitively recognize issues in their lives that may deter them from making conscious choices about sexual decisions. Silence about such decisions may contribute further to a teen's sense of confusion and shame about her (or perhaps his) sexual past.

Preventive Health Care for the Infant. Regular well-baby and child check-ups should take place according to the guidelines presented by the American Academy of Pediatrics (American Academy of Pediatrics, 1988) at the following intervals:

Newborn
2-4 weeks
2 months
4 months
6 months
9 months
12 months
15 months
18 months
24 months
3 years
4 years
5 years
6 years
8 years
10 years
12 years
14 years
16 years
18 years
20 years

A childhood immunization schedule recommended by the American Academy of Pediatrics is included in the learning activities of this unit.

In addition to well-child care, teen parents should be aware of signs of a health crisis in a newborn that warrant immediate notification of the baby's health provider. These include

- Difficulty breathing
- No bowel movement in the past 48 hours
- Temperature less than 97.2 or more than 99.4 degrees
- Difficulty feeding
- Difficulty arousing baby from sleep
- Foul odor from umbilical cord or redness around umbilical cord
- Vomiting, or excessive spitting up
- Watery stools
- Inconsolable crying

Prevention of Sudden Infant Death Syndrome (SIDS). SIDS occurs when an infant dies suddenly for no apparent reason, usually while sleeping. While no specific causes of SIDS have been implicated, the following infants are at *lower* risk for SIDS:

- Infants whose mothers did not smoke during pregnancy
- Infants who were full term and normal birth weight
- Infants who live in a smoke-free environment
- Infants who are placed supine to sleep ("Back-to-sleep")
- Infants who have a lot of chest-to-chest contact with their mothers while resting or sleeping (It is believed that the mother's chest movements "pace" the baby's breathing and heart rate.)
- Breast-fed infants

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Competency 3.1: Evaluate infant feeding options

Learning
Activities

Group learning activities appear on left-facing pages; individual learning activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. Write the practical problem on the chalkboard, "What should I do about feeding my newborn?" Make a list of things you know about feeding newborns and share experiences you have had with infant feeding. Make a list of questions you have about infant feeding, such as those listed below. (3.1)

  (1) What nutrients are important to my infants' health and growth?
  (2) How much should my infant eat?
  (3) Why is it important my infant's nutritional needs be met?
  (4) My baby is premature/special needs, how does my baby's nutritional needs differ from a healthy full term baby's?

FHA/ HERO

b. Invite a panel including a dietitian, nurse practitioner, a home visiting nurse, and/or doctor to class to discuss the topics listed below. Following the presentation, create a display such as a bulletin board or poster about infant nutrition and feeding. Photograph your display for your chapter notebook. (3.1.1, 3.1.2, 3.1.4, 3.1.5)

  (1) Nutritional needs of infants, both healthy and special needs
  (2) Diet-related illnesses of infants, their symptoms, and long-term effects
  (3) Community resources related to feeding options

c. Invite a student who is breast feeding and attending school or working to discuss her feeding choices and how she balances school or her job and breast feeding. Be prepared with questions, such as those listed below. (3.1.2)

  (1) What are the major challenges of breast feeding? The major joys of breast feeding?
  (2) In what ways is her school or employer supportive of her breast feeding?
  (3) Could her school or employer make any changes that would help her more?
  (4) What does or could the baby's father do to be supportive? Her mother? Other family members?

Unit 3: Postpartum/Neonatal Care

Competency Builders:

3.1.1 Identify the nutritional needs of infants
3.1.2 Compare breast- and bottle-feeding options
3.1.3 Demonstrate feeding and burping techniques
3.1.4 Identify the diet-related illnesses of infants
3.1.5 Identify community support resources related to feeding options (e.g., WIC, LaLeche League)

Individual Learning Activities

a. Complete **Feeding Your Newborn** (p. 309). (3.1.1)

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b. Interview two mothers who are breast-feeding and attending school or working. Ask each about her choices and how she balances school or her job and breast feeding. Be prepared with questions, such as those listed below. Write or record a journal entry summarizing your interview findings and describing your attitudes toward breast feeding. (3.1.2)

(1) What are the major challenges of breast feeding? The major joys of breast feeding?
(2) In what ways is her school or employer supportive of her breast feeding?
(3) Could her school or employer make any changes that would help her more?
(4) What does or could the baby's father do to be supportive? Her mother? Other family members?

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c. Using available resources, explore proper techniques for feeding and burping a baby, including **Giving Baby a Bottle** (p. 310). Identify different positions for feeding and burping. (3.1.3)

Competency 3.1: Evaluate infant feeding options *(continued)*

Group Learning Activities

d. Watch a demonstration on feeding and burping a baby. In pairs, practice the techniques on dolls. Model the techniques used in the demonstration, with your classmate giving you feedback on your performance.

Processing Questions

- *What long term effects are caused by propping up the baby's bottle while feeding?*
- *Why should you hold baby certain ways during feeding and burping?*
- *Why should you burp a baby?*
- *What are the benefits of holding a child while feeding?*
- *If bottle feeding, how would you choose the type of formula you would use?*
- *What if your baby has allergies?*

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e. View a display of different types of infant formula. Read the labels to determine what is in the formula. Watch a demonstration on mixing formula and heating it to a proper temperature. After observing the demonstration, practice mixing the formula and using the proper sanitation during preparation. (3.1.3)

Processing Questions

- *How will not using proper sanitation and mixing procedures affect your child?*
- *Why is it important to follow label directions exactly?*
- *Why is it important to use proper hygiene in preparing baby's formula?*
- *How long can baby's formula or breast milk be stored?*

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f. Watch a demonstration on using breast pumps. Participate in one of three listening groups, such as those listed below. After the demonstration, summarize the important points (in pictures and/or words) on the chalkboard or an overhead transparency. Display your overhead transparency to the class and explain it. (3.1.3)

(1) Proper use of breast pumps
(2) How to clean breast pumps
(3) Proper storage of milk after collection

Individual Learning Activities

d. Read the common newborn feeding problems listed below and identify other problems you can think of that might occur when a newborn is fed by mother or other care provider. Identify strategies you will use to resolve those common problems. (3.1.3)

(1) Holding the baby in an incorrect feeding position
(2) Propping up a bottle to feed baby rather than holding the baby while feeding
(3) Unevenly heating a bottle so that some of the formula is too hot (such as when it is heated in the microwave)
(4) Having sore nipples from breastfeeding
(5) Trying to feed the baby according to a set schedule instead of feeding the baby on demand

Processing Questions

- *Which of these problems will you be most likely to experience? Why?*
- *What happens when a care provider is unaware of these problems?*
- *What can you do to avoid these problems?*

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e. Use classroom and community resources to learn about baby bottle tooth decay. List the consequences of this condition for children, parents, and families. Explain why you should not prop baby with a bottle or put baby to bed with a bottle. (3.1.3)

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f. With your teacher, make a list of diet-related illnesses of infants, such as those listed below. Using library and classroom resources, make a chart describing these illnesses, their symptoms, and long term effects. (3.1.3)

(1) Colic
(2) Allergies

Processing Questions

- *What are diet-related illnesses?*
- *How can diet-related illnesses be prevented?*
- *What might make it difficult for parents to prevent diet-related illnesses?*
- *What effect does a diet-related illness have on the child? On the family of the child?*

Competency 3.1: Evaluate infant feeding options *(continued)*

Group Learning Activities

g. On the chalkboard, list all the resources you can think of in your community that you might use to help you in feeding decisions related to your child. Investigate one of the resources with a classmate, and compile the information to share with other teen parents. Add these to your Resource Notebook. (3.1.5)

Processing Questions
- *How do you know the information you have collected is reliable?*
- *Which resources are you most likely to use? Why?*
- *What would happen if a parent made feeding decisions without this kind of information?*

Individual Learning Activities

g. Using a directory of community services, identify organizations in your community that can help you and your baby have adequate nutrition. Add these references to your Resource Notebook. (3.1.5)

Processing Questions

- *What resources are available in your community to help with feeding your child?*
- *What do you need to do to qualify for these resources?*
- *How can they improve the quality of your child's life?*

Learning Activities

Competency 3.2: Assess the postpartum care period

Group Learning Activities

a. Complete **Physical Changes Following Delivery** (p. 311-312). With your classmates, design a chart to put in your Resource Notebook. Label three columns: physical discomforts after childbirth; suggestions for relief; and what I did to relieve discomforts. Complete the third column after your baby is born. Compare your experiences with those of other classmates. (3.2.1)

b. In small groups, select one of the following topics regarding physical care during the postpartum period. Research your topic using classroom, library, and computer information network resources. Design a creative way to teach your classmates the information you have learned. It could be an interactive learning center, a skit or performance, a demonstration, or a learning game such as a word search or crossword puzzle. Teach your topic using the strategy you selected. After the experience, reflect on what you learned about working together as a group and conveying information to others. (3.2.1)

(1) Exercises you should do to help regain physical health after delivery, and when it is safe to begin them
(2) Care of breasts and nipples following delivery (both breast and bottle feeding)
(3) Warning signs of problems during postpartum recovery

Processing Questions

- *Why is it important to care for your physical health following delivery?*
- *How can you speed your recovery?*
- *How can health problems the mother has effect her relationship with her child?*

Unit 3: Postpartum/Neonatal Care

Competency Builders:

3.2.1 Identify the physical changes experienced by the mother following delivery
3.2.2 Identify typical emotional responses during the postpartum period of teen mother, young father, grandparents, and other family members
3.2.3 Complete a postpartum health examination
3.2.4 Analyze the role of the father in postpartum care
3.2.5 Analyze the role of support persons in postpartum care (e.g., extended family, friends)
3.2.6 Identify community resources that provide assistance during the postpartum care period

Individual Learning Activities

Action Project

a. On a sheet of paper, write the practical problem, "What should I do about the physical changes I will experience following delivery?" Make a plan for your postpartum period using the learning activities that follow. Begin by listing things you have heard about this time and writing questions you might have. Following delivery, implement your postpartum plan. Meet with your teacher on a regular basis to describe your progress. Modify your plan as needed. (3.2.1)

Processing Questions
- *Why is it important to plan for the postpartum period?*
- *How can taking good care of yourself improve your child's quality of life?*
- *If you have physical problems after the birth of your child, how will it affect your child? Your partner? Your family?*

Teacher Note: Maintaining Postpartum Care (p. 313) can be used to help students evaluate their progress on this project.

b. Use classroom and community resources to describe the adjustments to a nonpregnant state after delivery. Complete **Your Changing Body: After Birth** (p. 314). Identify people who could serve as support persons during this time, the tasks they might do for you, and how long they might be willing to help you. Add this information to your postpartum plan. (3.2.1)

Competency 3.2: Assess the postpartum care period *(continued)*

Group Learning Activities

FHA/ HERO

c. Interview other mothers and fathers about their postpartum experiences. Develop interview questions as class, to learn about physical recovery, emotional responses, the role of the father, the importance of support persons, and community resources used. Videotape or audiotape the interviews if possible, and review them to compile your findings as a class. Using your findings, design posters with postpartum suggestions and display them in a pregnancy or well-child clinic. Photograph the display for your chapter notebook. (3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6)

d. On the chalkboard, write the practical problem, "What should I do about the emotional effects of the postpartum period?" Using information collected in your interviews and from other sources, make a list of emotional responses to childbirth experienced by teen mothers, fathers, and grandparents. In small groups, create and perform skits illustrating these different emotions and how new parents and family members can deal with them. Explain how the actions in your skit reflect caring behavior. (3.2.2)

Processing Questions
- *What can the mother do to prepare herself emotionally for the period after birth? The father?*
- *What effect do postpartum blues have on the mother, the father, the baby, the grandparents, and others?*
- *What effect does the father's emotional response have on the mother, the baby, the grandparents, and others?*
- *What effect do the grandparents' emotional responses have on the mother, the father, that baby, and others?*

e. In small groups, complete **The Baby-Birth Blues** (p. 316). Share your responses with the class. (3.2.2)

Processing Questions
- *What is another name for postpartum depression?*
- *Why do some mothers have the baby blues?*
- *What should you do if you have the baby blues?*
- *How do you know if it is depression?*

Individual Learning Activities

c. Read **Signs to Watch For . . .** (p. 315). Explain how these signs are different than the normal changes you can expect for yourself and your baby. Put this list in a notebook you keep at home, along with names, addresses, and phone numbers of the health care providers for you and your baby. (3.2.1, 3.2.6, 3.3.11, 3.3.14)

d. Ask your health care provider what to expect at your postpartum health exam and the importance of this exam in your overall health. Go to your postpartum exam. Discuss your postpartum care plan, including issues such as those listed below. Following the exam, write a journal entry about your feelings and experiences with regard to the exam and the importance the exam played in your overall health. (3.2.3)

(1) Continuing to take prenatal vitamins
(2) Care of breasts
(3) Exercise
(4) Fatigue

Processing Questions

- *What procedures did the health care provider perform?*
- *Did he or she do a pelvic exam including pap test, breast exam, and abdominal exam?*
- *Did he or she discuss birth control methods with you?*
- *Why is it important to consider birth control methods in the postpartum period?*
- *How did you feel after the exam?*
- *Why is it important to have a pap smear, breast exam, and general gynecological exam after the birth of your child?*

e. Read the case studies below and explain what you think the role of the mother and the father in each situation should be. Talk with your partner about your expectations and your partner's expectations of their role in the postpartum period. Include this information in your postpartum care plan. (3.2.4)

(1) A teen mother and her new baby live with the mother's parents. The father of the baby, who is also a teenager and goes to the same high school, is no longer dating the mother, but wants to be able to see his child.
(2) A teen mother is married and lives with her husband and in-laws. She and her mother in-law care for the baby and the teen father rarely holds, feeds, or takes care of the child.
(3) A teen mother lives in her own apartment with her infant child. She would like the father of the baby to be involved in raising the child, but he is rarely around and seems uninterested in the child.

Competency 3.2: Assess the postpartum care period *(continued)*

Group Learning Activities

f. Write the practical problem, "What should I expect at my postpartum health exam?" on the chalkboard. Share experiences you have heard about the postpartum health exam. Discuss fears some mothers have about this exam. Identify procedures routinely done at this exam, such as those listed below. Use classroom resources to create a chart illustrating each procedure and its purpose. (3.2.3)

(1) Pelvic exam
(2) Blood pressure
(3) Breast exam
(4) Discussion of family planning decisions

g. List and discuss ways the father can take an active role in the postpartum care of the mother and child. Interview teen mothers and fathers about how the fathers were active in the postpartum period. Develop questions such as those listed below. (3.2.4)

(1) How often did the father help with the baby, such as hold the baby, feed the baby, or change diapers?
(2) What kind of emotional support did the father give the new mother, such as spending evenings with her?
(3) How much material support did the father provide, such as paying for formula, clothes, diapers, medical bills, or child care?

Processing Questions

- *Why is the father of the child important in the postpartum period and beyond?*
- *What is the role of the father in the bonding process: father/child and mother/child?*
- *What can be done to encourage a reluctant father to take a more active role?*
- *What is the father's responsibility in fostering a positive environment?*

h. As a class, make a list of possible support persons in postpartum care, such as those listed below. In small groups, draw a life-size silhouette and label it with the name of one of the support persons from your list. Using markers, identify ways in which that support person could be supportive and illustrate these on the silhouette using words and pictures. Share your work with the class. Explain the importance of these support persons in making your postpartum period a positive time. (3.2.5)

(1) Grandparents
(2) Brothers/sisters and other family members
(3) Health care providers
(4) Friends

Individual Learning Activities

f. **Family Involvement:** Complete **Mapping Out Our Responsibilities** (p. 317). (3.2.5)

g. Using the phone directory, classroom resources, and a directory of community services, list community resources available to assist you during the postpartum period. Write information in your Resource Notebook about how the resources may be contacted, what services they provide, and eligibility requirements. (3.2.6)

Processing Questions
- *What kind of assistance might you need after your baby is born?*
- *What agencies are available in your community?*
- *Why is it difficult for some people to seek outside help when they need it?*

h. Working with your teacher, role-play contacting a community agency for help during the postpartum period. (3.2.6)

Learning Activities

Competency 3.3: Demonstrate care of newborns

Group Learning Activities

a. Use classroom resources to identify the characteristics of newborns. Then talk with friends, parents, and grandparents about how their babies looked at birth, including how you looked and acted at birth. If possible, bring to class and display pictures of babies taken within the first few days of birth. Compare these descriptions with the characteristics of newborns found in classroom resources. As a class, design a bulletin board with a large drawing of a newborn. Label the drawing with newborn characteristics. Add photographs of newborns, if available. (3.3.1, 3.3.2)

Unit 3: Postpartum/Neonatal Care

Competency Builders:

3.3.1 Identify characteristics of newborns
3.3.2 Identify common newborn responses
3.3.3 Analyze the role of bonding in regard to newborn care
3.3.4 Describe the initial postdelivery care that should be provided to newborns
3.3.5 Demonstrate ways to express caring and loving messages to newborns during diapering, dressing, bathing, and other everyday interactions
3.3.6 Demonstrate diapering of newborns
3.3.7 Demonstrate dressing and undressing of newborns
3.3.8 Demonstrate bathing of newborns
3.3.9 Demonstrate ways to respond to a crying infant
3.3.10 Demonstrate safety precautions applicable to the care of newborns
3.3.11 Identify health care providers and support services for newborns
3.3.12 Identify medical tests and procedures conducted for newborns
3.3.13 Identify the risks of and prevention strategies for sudden infant death syndrome (SIDS)
3.3.14 Identify strategies for maintaining the wellness of newborns
3.3.15 Schedule neonatal checkups
3.3.16 Establish an immunization schedule as recommended by health care professionals
3.3.17 Maintain immunization and health care records

Individual Learning Activities

a. Draw a picture or write or record a journal entry about what you expect your baby to be like when he or she is born. Read **Newborns Are Special** (p. 318). Complete **Newborn Reflexes** (p. 319). Talk with your baby's doctor about what you should expect. Compare pictures of newborns you find in magazines, textbooks, or other classroom resources. Then revisit your picture or journal entry and decide if your ideas about what newborns are like has changed. (3.3.1, 3.3.2)

Processing Questions

- *How do you expect your child to behave when he or she is first born?*
- *Will the baby's looks and actions effect how you feel about your child? Why or why not?*
- *Why should parents be aware of the characteristics of newborns?*

Competency 3.3: Demonstrate care of newborns *(continued)*

Group Learning Activities

b. Use classroom resources to define *bonding*. Read the situations below and describe how each situation might influence the bonding process between parent(s) and child. (3.3.3)

(1) A teen mother's infant is failing to thrive
(2) A teen mother isn't letting the child's father see the child
(3) Grandma wants to "be the mom"—the teen mom gets little time to parent her infant
(4) Baby is premature
(5) Baby has a birth defect or is drug/alcohol addicted
(6) The mother is ill after birth

Processing Questions

- *Why is bonding important to the parent? The child?*
- *Why is it important to the parent/child relationship that bonding take place?*
- *How would you work through these different situations?*
- *What would be the long-term effects of bonding on the baby? The mother or father? The family?*
- *What things can the teen mother do to encourage more participation by the father?*
- *What things can the teen father do to be more involved with his baby?*

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c. In pairs, use classroom resources to investigate the initial post-delivery care of newborns and medical tests and procedures conducted for newborns. Explain why these things are done and how will they benefit the baby. Share your findings with the class. (3.3.4, 3.3.12)

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d. Watch a demonstration or video about infant massage. Practice doing massage on a doll or stuffed animal. Explain how massage can be a way to express loving and caring messages to newborns. Develop a daily massage routine with your baby. After one week report back to the class about how your routine is going. (3.3.5)

Processing Questions

- *How do the parent(s) and child benefit from this activity?*
- *What are the benefits of massage to the child?*
- *In what other ways can parents express caring and loving to a newborn?*

Individual Learning Activities

b. Use classroom resources to define *bonding* and identify strategies for bonding with an infant. Explain how bonding might be different in the unexpected situations identified below. Discuss your ideas with your teacher. (3.3.3)

(1) You don't have the birth experience you expected.
(2) You have a cesarean birth.
(3) You have a boy when you wanted a girl.
(4) Your baby is premature or very ill.

Processing Questions

- *How important do you think bonding is to your baby?*
- *How might the bonding process change as the baby grows?*
- *What factors might influence whether or not parents bond with their newborns?*

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c. Using classroom resources, identify the newborn care your baby will receive at the hospital or birthing center, and the kind of medical procedures that will routinely be conducted. Complete **Newborn Care and Medical Procedures** (p. 320). (3.3.4, 3.3.12)

Processing Questions

- *Why are these procedures done?*
- *How can you be supportive while some of these procedures are being done?*
- *Why is it important to return for any tests that the doctor requests?*

---

d. Observe mothers, fathers, and grandparents with babies to see what they do to make diapering, bathing, and feeding a pleasant experience for the baby. How do they interact with baby in a loving way? What do they do to show their love and caring? Watch a video on the care of newborns and identify strategies you will use to demonstrate caring and loving messages to your child. (3.3.5)

Processing Questions

- *How can taking the time to express caring and loving messages improve the relationship between parent and child?*
- *What will happen if your baby does not receive caring and loving messages?*

Competency 3.3: Demonstrate care of newborns *(continued)*

Group Learning Activities

e. In three groups, choose one of the diaper sources listed below, and research the advantages and disadvantages of that source. Talk with other parents about which type of diaper they used and why. Develop a chart and display the cost comparison of the three options, the convenience of each, and the effect on the environment. Present your findings to the class and explain whether or not you would use this source. (3.3.6)

   (1) Cloth diapers
   (2) Diaper service
   (3) Disposable diapers

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f. Create a display of baby clothing items brought from home or borrowed from stores. Working in three small groups, develop a checklist for evaluating baby clothes. Have one group consider safety issues, another group consider convenience, and the third group consider the appropriateness of clothing items. Then evaluate the clothing items according to your checklist. Compare your group's completed checklist with those of the other groups. Make recommendations for appropriate clothing for newborns and infants. (3.3.7)

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g. On the chalkboard, write the practical problem, "How should I bathe my baby?" List questions you have about bathing a baby, such as those listed below. Watch a video or demonstration to determine the steps in preparing the baby and giving a sponge bath and a tub bath. Practice bathing techniques on dolls. Use the step-by-step instructions on **Keeping the Newborn Clean** (p. 321). (3.3.8)

   (1) What do I need to get ready before starting to bathe my baby?
   (2) What safety issues should I consider?
   (3) How do I give the tub or sponge bath?
   (4) How can I make it a pleasant experience for baby and me (rhymes and games)?

Individual Learning Activities

e. Watch a demonstration or videotape on diapering a newborn. Consider special precautions such as the care of a circumcision and diaper rash prevention. Develop a checklist to use when diapering a newborn. Practice on a doll. (3.3.6)

Action Project

f. Develop a list of items needed for dressing your newborn. Evaluate the items you have and what you still need. Visit two or three stores and price the needed items, including a department store, a discount store, and resale shops in your community. Investigate what community resources are available to obtain needed items for baby at a reduced cost. Add the names, addresses, phone numbers, and items available to your Resource Notebook. Obtain the needed clothing items and launder them in preparation for your baby's arrival. (3.3.7)

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g. Visit the library and find a book about games and rhymes to play with a newborn while dressing and undressing. Practice these games and rhymes. Make a handout for other students that lists your favorite games and rhymes. Include the book's title and author on your handout, so others can find this same book to check out from the library. Share your handout with your classmates and other school-age parents. (3.3.7)

Competency 3.3: Demonstrate care of newborns *(continued)*

Group Learning Activities

h. Use classroom resources (videos, books, etc.) to determine ways in which babies communicate and reasons why they cry. (3.3.9)

Processing Questions

- *If baby cries a lot or has colic, how does it affect the relationship between mom and baby? Father and baby? Mom and dad? Parent and grandparents?*
- *Will you spoil a baby if you pick it up when it cries? Why or why not?*
- *What should you do for the baby who has colic?*

FHA/
HERO

i. Watch a video and use other resources to learn about Shaken Baby Syndrome. Discuss what it is and how to avoid it. Develop a lesson for fifth/sixth grade students (who often are beginning to babysit) on Shaken Baby Syndrome, and safe and nurturing ways to calm a crying baby. Teach the lesson to a fifth/sixth grade class. Videotape the teaching of the lesson. Show the video to your families at a potluck dinner you plan. (3.3.9)

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j. Using classroom resources, define *sudden infant death syndrome* and identify the risk factors for this condition. (3.3.13)

Processing Questions

- *What sleeping positions can reduce the risk?*
- *If a child dies from SIDS, what can be done to help the parent through the grieving process? Deal with the legal system?*
- *What community resources are available to parents dealing with a SIDS death?*

Teacher Note: As new information has become available on SIDS at an increasing rate, be sure to update your classroom materials. For example, discard any materials that recommend laying a baby down to sleep on his or her abdomen or side.

---

k. Using local phone books and directories, identify the health care providers in the community. On a large sheet of paper, develop a list of criteria you want in a health care provider. Use this criteria to develop a rubric to evaluate a doctor or health care professional. (3.3.11)

Individual Learning Activities

h. **Family Involvement:** Consider the practical problem, "How can I cope when my baby cries?" Using **What To Do When a Baby Cries** (p. 322), develop a graphic organizer to help you think about options you have when baby cries. Share this information with your parent(s). Interview your parents about dealing with a crying baby and Shaken Baby Syndrome. Use the questions below to guide your interview. Reflect on your conversation with a journal entry using words and/or pictures. (3.3.9)

(1) Who taught you about what to do when baby cries?
(2) What were you taught?
(3) Did anyone ever tell you NOT to shake a baby? About Shaken Baby Syndrome?
(4) Did anyone ever tell you that you can spoil a baby by responding each time he or she cries? Who?

i. Use classroom resources (pamphlets, books, and videos) to make a safety checklist for nursery equipment and furniture. Evaluate the equipment and furniture you have for safety. Explain how not following these proper safety features can affect your child's life. (3.3.10)

Processing Questions

- *How can checklists like this be helpful for parents?*
- *How reliable is this particular checklist?*

Action Project

j. Choose a doctor for your child and make an appointment to interview the doctor before the birth of your baby. Make a list of questions to ask him or her, such as those listed below. Discuss her or his policies, ask about any important issues such as circumcision, feeding methods, and when it is appropriate to call the doctor. (3.3.11, 3.3.14)

(1) Why does my child need regular check-ups?
(2) When should my child get a check-up?
(3) What benefits are there to my child having regular check-ups?
(4) What will happen at a well-child check-up?
(5) How often does my child need a well child check-up?
(6) What will happen when I take my child to my health care professional when he or she is sick?
(7) What should I do while my child is being examined?

k. Working with your teacher, role-play making a phone call to schedule a well-child appointment. Practice how to request a different appointment time if the first suggested time conflicts with school. Role-play how to cancel and reschedule an appointment. (3.3.15)

Competency 3.3: Demonstrate care of newborns *(continued)*

Group Learning Activities

l. Use resources to develop a chart of immunizations your child needs and why each is needed. Begin with **Recommended Childhood Immunization Schedule** (p. 323). Include side effects to look for after the immunizations are given. Discuss the importance of keeping up to date on immunizations and ways in which you can prepare your child for immunizations. Put a copy of this chart in your child's Health Care Plan and Record Booklet. (3.3.16)

Processing Questions

- *What resources are reliable regarding your child's immunization schedule?*
- *What are the consequences of receiving immunizations for the child? For you? For the rest of the family? For the community?*
- *What are the consequences of NOT receiving timely immunizations for the child? For you? For the family? For the community?*
- *What would happen if no children received immunizations? All children?*

m. Complete **Newborn Situations: What Will You Do?** (p. 325).

Individual Learning Activities

Action Project

l. Make a booklet to contain your child's health care plan and record. In this booklet, put a photocopy of the birth certificate, check up schedule and record, immunization record, and a picture of your child. Complete **Baby's Health Exam Record** (p. 324) after each well-child visit. Place these in your booklet and keep them in a safe place. Make and keep all suggested appointments, and get all recommended immunizations. Keep the health care record up to date. Bring to class to share with your teacher at scheduled times. (3.3.17)

m. Complete **Daily Baby Care** (p. 326-327). (3.3)

Competency 3.4: Analyze sexual decisions during and following pregnancy

Learning Activities

Group Learning Activities

a. Individually make a list of things you should consider when making sexual decisions during and after pregnancy. Pair up with a classmate and share your lists with each other. Then share your list with the class and compile the responses of all groups. Identify different alternatives available, the consequences of each of these decisions for self and others, and discuss possible actions that are justifiable. (3.4.1, 3.4.2)

Processing Questions
- *How does being sexually active affect you? Your family? Your child?*
- *How does being sexually active affect your self-esteem?*
- *Do you have a right to say no to sex?*
- *Is being sexually active healthy for all teens? Why or why not?*
- *Are all sexually active teens sexually active by choice? Why or why not?*
- *Where can teens go for help with issues about their sexual activity or their sexual health?*

---

b. Invite a speaker from a local family planning clinic to discuss various birth control devices on the market, including methods for men as well as women. Include abstinence in your discussion. Identify which methods are most effective in preventing pregnancy, and which provide protection against sexually transmitted diseases. Take a picture of each method or device and make a notebook that includes its effectiveness in preventing pregnancy and STDs. As a group, develop a checklist for students to use when choosing the method best for them. (3.4.3)

Competency Builders:

3.4.1 Set standards for making sexual decisions
3.4.2 Evaluate consequences of being sexually active
3.4.3 Evaluate birth-control options
3.4.4 Analyze consequences of having additional pregnancies during the teen years

Individual Learning Activities

a. Write or record a journal entry about the decisions you face with regard to sexual activity during and after pregnancy. List your alternatives and the consequences of those alternatives for self, baby, and family. (3.4.1, 3.4.2)

Processing Questions

- *What should you consider when making these decisions?*
- *What values are important as you make decisions about sexuality?*
- *What goals are important?*
- *What sources of information are reliable?*

b. **Family Involvement:** Discuss birth control choices with your health care provider or another professional. Using additional resources, make a chart with each method, identify the advantages and disadvantages of each. With your teacher, discuss the criteria you would use to evaluate which method would be best. Share your chart with your parent(s) and discuss it with them. Reflect on the discussion with a journal entry. (3.4.3)

Processing Questions

- *Which method of birth control are you most likely to use consistently? Why?*
- *What factors will affect whether or not you use birth control?*
- *Which methods have the most positive consequences for you and your partner? For your family? For your child?*

Competency 3.4: Analyze sexual decisions during and following pregnancy ***(continued)***

Group Learning Activities

c. **Family Involvement:** Invite women and men who were teen mothers or fathers to speak to your class, some of whom had one child during their teen years and some of whom had more than one child during their teen years. Compare the experiences of those who had one child with those who had more than one. Invite your parents to attend. (3.4.4)

Processing Questions

- *How might your life be different if you had more than one child while still a teenager (or how is your life different with more than one child)?*
- *How might it affect your graduation plan? Your career plan?*
- *How might it affect your family? Your partner? Your community?*
- *What if all teen parents had more than one child? What if no teen parents had more than one child?*

Individual Learning Activities

Action Project

c. Write a journal entry and explain the consequences of having an additional pregnancy during your teen years. Use the questions below to guide your reflection. Develop a lesson to teach to other teen parents about the consequences of having an additional pregnancy during the teen years. With your teacher's guidance, plan your message and design some visual aids (such as colorful posters or overhead transparencies) and student resource materials. Teach this lesson to others. Videotape your teaching. With your teacher, view the videotape and assess your work. Make changes and teach to other students. (3.4.4)

(1) How will having another baby affect my future opportunities for education? For me career?
(2) How will it affect my child? My family?
(3) What are the social consequences of another pregnancy?
(4) What are the physical consequences of another pregnancy?
(5) What are the emotional consequences of another pregnancy?
(6) What are the economic consequences of another pregnancy?

Action Projects

1. Make a plan for your care during the postpartum period. Identify physical and emotional changes you anticipate. Identify support people and community resources to assist you in making the adjustments of this period. Following delivery, implement your postpartum plan. Meet with your teacher on a regular basis to describe your progress. Modify your plan as needed. (3.2.1)

2. Develop a list of items needed for dressing your newborn. Evaluate the items you have and what you still need. Visit two or three stores and price the needed items, including a department store, a discount store, and resale shops in your community. Investigate what community resources are available to obtain needed clothing items for baby at a reduced cost. Add the names, addresses, phone numbers, and items available to your Resource Notebook. Obtain the needed clothing items and launder them in preparation for your baby's arrival. (3.3.7)

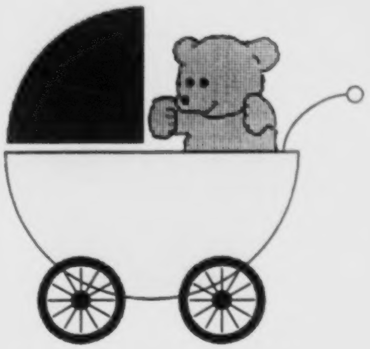
3. Choose a doctor for your child and make an appointment to interview the doctor before the birth of your baby. Make a list of questions to ask him or her, such as those listed below. Discuss her or his policies, ask about any important issues such as circumcision, feeding methods, and when it is appropriate to call the doctor. (3.3.11, 3.3.14)

4. Make a booklet to contain your child's health care plan and record. In this booklet, put a photocopy of the birth certificate, check up schedule and record, immunization record, and a picture of your child. Complete a record of each well-child visit. Place these in your booklet and keep them in a safe place. Make and keep all suggested appointments, and get all recommended immunizations. Keep the health care record up to date. Bring to class to share with your teacher at scheduled times. (3.3.17)

5. Write a journal entry and explain the consequences of having an additional pregnancy during your teen years. Develop a lesson to teach to other teen parents about the consequences of having an additional pregnancy during the teen years. With your teacher's guidance, plan your message and design some visual aids (such as colorful posters or overhead transparencies), and student resource materials. Teach this lesson to others. Videotape your teaching. With your teacher, view the videotape and assess your work. Make changes and teach to other students. (3.4.4)

Feeding Your Newborn

What are newborn babies' food needs?



Newborns need . . .

- **Enough calories to provide for rapid growth.**
  In the first year of development a newborn baby will triple its weight!

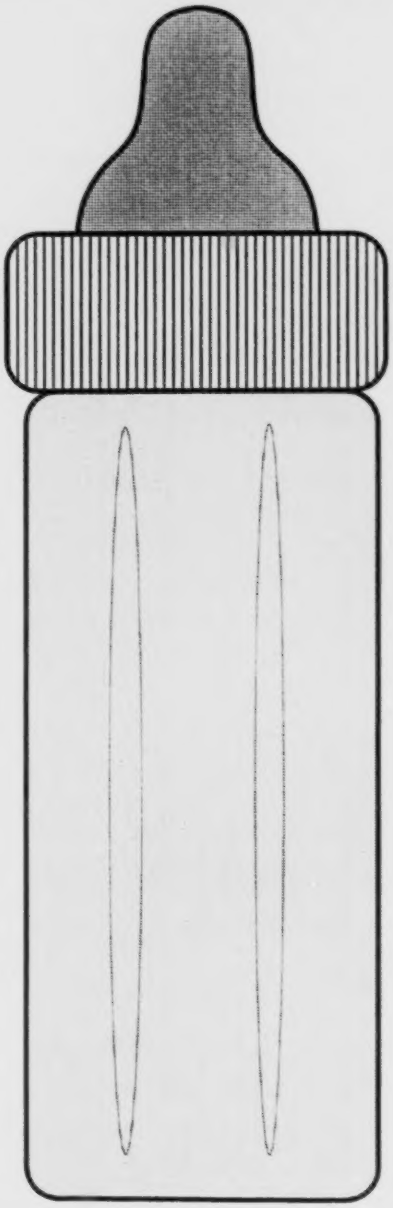
- **Food that contains nutrients.**
  Breast milk or formula will provide the protein, carbohydrates, and minerals that your newborn needs. Breast milk also provides antibodies to protect your newborn from infection.

- **Food that is easy to digest.**
  Breast milk and formula are easily digested by newborns. Cow's milk, the milk that you buy at the grocery, is not easily digested and should not be given to children until they are at least one year old.

- **Frequent feedings.**
  You will probably be feeding your baby at least six or eight times a day. Your newborn's stomach will hold only 2 ounces or about 4 tablespoons of breast milk or formula. That is why your baby may be eating, falling asleep, then waking up hungry in only two hours (or less!). But this stage does not last long. As baby's stomach grows, he or she will be able to eat larger and larger amounts.

- **Self-demand feedings.**
  Because a newborn's need for food is irregular at first, most pediatricians recommend self-demand feeding. Self-demand feeding means feeding your newborn when he or she seems to be hungry instead of trying to set a schedule and stick to it.

Giving Baby a Bottle



- If warming a bottle, check the temperature of the milk on wrist or inner arm.
- Hold baby closely in a semi-upright position.
- Check the condition of the nipple frequently. Milk should drip out steadily.
- Nipple should be kept full of milk to avoid excessive air swallowing.
- Never "prop" a bottle for baby to drink, because it may lead to digestive problems or ear infections. Also infants lose close physical contact with parent or caregiver.
- Never put baby to bed with a bottle of milk, juice or other sweet drink. It may cause very serious tooth decay.

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Physical Changes Following Delivery

Listed below are some physical changes mothers can expect following delivery. First, circle the words in the reading that are unfamiliar to you. Look these words up in a textbook or dictionary. In pairs, read the descriptions of each change and take turns explaining what each change means.

Uterus

The uterus decreases in size over the first 6 weeks after delivery and no longer can be felt in the abdomen. Having sex too soon, before the uterus is fully decreased in size, can cause infection.

Discharge

For the first 3 days after birth, the discharge is red. By the third day, it is a mixture of white and red, or pink lasting about 10 days. Then the discharge becomes creamy yellow, which gradually fades to white.

Return to Ovulation and Menstruation

In women who are not breast-feeding, most women resume menstrual flow within 6 to 8 weeks. Ovulation, and therefore, the ability to become pregnant usually happen before the first menstrual period, so it is important to use birth control if having sex before the first period. Women who breast-feed may or may not ovulate or have menstrual periods.

Vagina

The vagina takes about 6 weeks to return to normal. Sexual intercourse should be avoided at this time because it may be uncomfortable due to vaginal dryness and poor elasticity.

The Perineum

The perineum is the skin and other tissues between the vaginal opening and the anus. For the first few weeks after delivery, the perineum and anus usually are uncomfortable if the baby was born vaginally. Bruises and swelling may be present. The perineum is often cut during delivery, and this is called the episiotomy. The episiotomy is repaired by sewing it together with stitches that dissolve on their own. However, it is not uncommon to find pieces of sutures on the toilet paper after wiping one or two weeks after giving birth. The pressure exerted on the perineum during the pushing phase of delivery may have caused hemorrhoids. Bruising, healing of the episiotomy, and swelling, and hemorrhoids are usually much better within 3 weeks after delivery; but if they are not, contact your health care provider.

Source: Chris Nyirati, Ph.D., R.N., C.S., Assistant Professor of Clinical Nursing, The Ohio State University, College of Nursing, and Nurse Practitioner, Department of Community Medicine, Grant/Riverside Hospital.

Physical Changes Following Delivery *(continued)*

Breasts

In the first 3 to 5 days after delivery the breasts secrete a yellow, sticky substance called colostrum. Colostrum is protein-rich and contains antibodies against disease. Within 3 to 5 days after delivery, the breasts become enlarged, more firm, and tender, as the breasts begin to make milk. At this time, breast milk is a blue-white color.

Skin

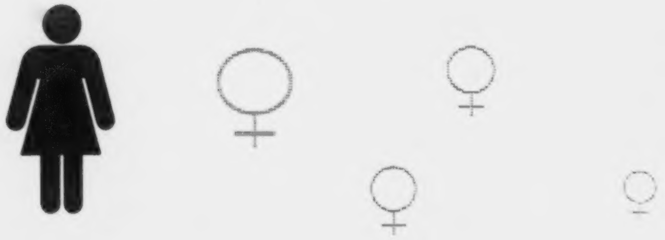
The hormones of pregnancy decrease causing the deeper color of the skin to slowly fade. The skin around the nipples, called the areola, which became darker during pregnancy, slowly lightens, but does not return to as light a shade as before the pregnancy. The line from the pubic area to the navel slowly fades. Red and purple stretch marks on breasts, hips, abdomen, and thighs slowly fade to silver, and then fade to the color of the skin.

Stomach, Bowels and Elimination

Women are very hungry and thirsty immediately after delivery. The bowels can be slow to move in the first days after delivery. Hemorrhoids, which are distended veins in the rectum, may be painful, and may keep a woman from allowing herself to have a bowel movement. This can lead to constipation. It is important to drink a lot of water and eat foods high in fiber.

Weight Loss

Right after delivery of the baby it is common to lose 10 to 12 pounds. In the next five days, fluid loss through profuse sweating and urinating will cause a weight loss of another 5 pounds, and the uterus will decrease by another one and one half pounds. Most women lose all but 5 to 6 pounds by the 6-week check-up, and the last 5 pounds are lost over the course of the following year.



Maintaining Postpartum Care

CRITERIA	INDICATORS			Rating
	Secure (3)	Developing (2)	Beginning (1)	
Health Care	• Schedules and keeps postpartum appointments with health care provider. • Monitors warning signals. • Communicates questions and concerns to health care provider.	• Schedules and keeps postpartum appointments with health care provider. • Monitors warning signals.	• Schedules and keeps postpartum appointments with health care provider.	____ x 10
Healthy Habits	• Avoids harmful substances. • Consistently gets good rest and exercise. • Consistently eats appropriate number of servings from all food groups.	• Avoids harmful substances. • Usually gets good rest and exercise. • Eats from all food groups, but may not consistently eat correct number of servings from each group.	• Avoids harmful substances. • Occasionally gets good rest and exercise. • Does not eat consistently from all food groups.	____ x 10
Managing Time	• Completes school, work, and family responsibilities. • Maintains a written time management plan. • Evaluates and reorders priorities as needed.	• Usually completes school, work, and family responsibilities. • Maintains a written time management plan.	• Usually completes school, work, and family responsibilities.	____ x 10
Social Support	• Maintains a written resource of support people and organizations. • Monitors and responds to emotional health needs.	• Maintains a written resource of support people and organizations. • Monitors emotional health needs.	• Maintains a written resource of support people and organizations.	____ x 10

Comments:

Total Points: ______

Total Possible Points: 120

Your Changing Body: After Birth

Will your body return to its prepregnant shape and condition right after birth? No. Your body has gone through tremendous changes in the past nine months. It is still changing, and it needs time to readjust after birth. Learn about your post-birth body changes by writing the letter of the correct term from the list next to each description. You'll use some terms more than once.

a. lochia
b. cracked nipples
c. stretch marks
d. swollen and hard breasts
e. milk production
f. episiotomy stitches
g. sanitary pads/liners
h. heavy bleeding or large blood clots
i. urination
j. constipation
k. menstruation
l. tub baths
m. weight loss

_______ 1. Best to avoid for the first few weeks after delivery
_______ 2. Starts again 4-8 weeks after delivery
_______ 3. Heal in 3-6 weeks
_______ 4. Relieve with ice packs and tight bra if not breast feeding
_______ 5. Begin to fade
_______ 6. Vaginal discharge caused by normal uterine bleeding
_______ 7. What you wear until discharge stops
_______ 8. Condition you must report to health care provider
_______ 9. Can lead to breast infection
_______ 10. Begins within 3 days of delivery
_______ 11. May be difficult for 1-2 days after birth
_______ 12. May not start again until breast feeding stops
_______ 13. If uncomfortable, treat with warm-water soak or cream
_______ 14. Common problem after birth, corrected by fiber and fluids in diet plus exercise
_______ 15. Starts as bright red flow, changes to brown or yellow
_______ 16. May cause painful swelling of breasts
_______ 17. Can be rubbed with cream to keep skin supple
_______ 18. Take showers instead
_______ 19. May itch, burn, or swell
_______ 20. Avoid by emptying all milk at each breast feeding
_______ 21. Makes it necessary to wear a support bra
_______ 22. Lasts for 3-4 weeks after delivery
_______ 23. Is especially frequent 2-5 days after birth
_______ 24. May require a mild laxative to correct
_______ 25. Keep clean by washing after bowel movements
_______ 26. Occurs gradually over a period of several months

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Signs to Watch for . . .

Call ***YOUR*** health care provider if you . . .

- have to change a "super" sanitary napkin every hour for several hours
- release large blood clots at any time or a gush of bright-red bleeding a week or more after delivery
- have fever, chills, or painful, frequent urination (possible urinary tract infection)
- find your episiotomy or incision site red, warm, swollen, painful, or oozing after the first few days (possible infection)
- note a red or swollen area in a breast, especially with fever (possible mastitis)
- have a temperature above 100.4 degrees for more than a day
- feel too depressed to get out of bed
- feel out of control, with destructive thoughts toward yourself or the baby

Call your ***BABY's*** health care provider in case of . . .

- fever of 100 degrees or more
- bloody or watery stools
- repeated or projectile (forceful) vomiting
- continued refusal to eat
- skin rash
- bleeding or oozing from umbilical cord or circumcision sites
- yellow tinge to skin or whites of eyes (jaundice)
- white patches in the mouth (possible thrush)

The Baby-Birth Blues

Within a few days or a week after delivery, many new mothers are hit by fits of uncontrolled crying, feelings of depression, and rapid mood swings. These baby-birth blues are caused by fatigue, hormone shifts, and the natural letdown after the high excitement of birth. Practice dealing with these normal emotions by checking the solutions you think the parents in the following situations should try.

1. Kim's baby Alonzo is very fussy, no matter what Kim does for him. Kim's nerves are frazzled. She never gets out. She cries when the baby cries. She's angry, anxious, and feels like a failure as a mother. What can she do?

________ a. Call her mother or a friend for advice and help.
________ b. Leave Alonzo in his crib when he fusses and go for a walk.
________ c. Put Alonzo in a carrier or carriage when he fusses and go for a walk with him.
________ d. Join a child-care or postnatal exercise group.
________ e. Leave Alonzo with someone she trusts so she can get out for a while by herself.
________ f. Spank or shake Alonzo so he will stop crying.
________ g. Keep her strange feelings to herself.
________ h. Take a hot bath when Alonzo finally does nap.
________ i. Expect to continue caring for Alonzo by herself.
________ j. Nap as often as possible when Alonzo does.

2. Lenny has been working hard all day at his low-wage job. When he comes home and asks about dinner, Tia snaps at him. She says she is too tired from taking care of their new baby to cook, and besides, it's not fair that she is stuck at home all day while Lenny gets to go out. Lenny says Tia never pays attention to him anymore. They begin to argue, blaming each other for everything. They need to realize that

________ a. Each works hard all day while not earning much.
________ b. Lenny works much harder than Tia.
________ c. Tia works much harder than Lenny.
________ d. Each is tired and likely to be irritable.
________ e. Tia must use all her energy caring for the baby.
________ f. Lenny needs attention and emotional support now, too.
________ g. Lenny may resent all the attention Tia gives the baby.
________ h. Lenny needs to rest when he gets home while Tia cooks and cares for the baby.
________ i. They need to share some child care and chores.
________ j. They may both be suffering the baby-birth blues.
________ k. They need to talk to each other about how they feel.

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Mapping Out Our Responsibilities

Talk with family members about adjustments that need to be made after the baby is born. Write a family contract that specifies the tasks that different people will take responsibility for. Use graphic organizers to help you work through this process, such as the following:

Mother of the Baby

Postpartum Period
- Care for baby, with help
- Do schoolwork
- Return to school

After Postpartum Period
- Care for baby when not in school
- Do baby's and own laundry
- Attend school and do home work
- Wash dishes three times a week

Maternal Grandparents of Baby

Postpartum Period
- Help care for baby
- Teach parenting skills to parents
- Do baby's and mother's laundry
- Do dishes and other household chores

After Postpartum Period
- Provide or help pay for child care for school
- Teach parenting skills to parents
- Share in household chores
- Provide child care at other times, when parent makes appropriate arrangements

Make other maps for the father of the baby and paternal grandparents

Newborns Are Special

You may be surprised by how different your newborn looks compared to older babies. Your baby's appearance is affected by the birth process. Newborns are totally dependent on their caregivers for all their needs, so knowing their characteristics will help you care for your baby.

Head

Baby's head is one quarter of total body size. It may be lopsided for a few days. Watch out for "soft spots" on baby's head that allow room for rapid brain growth.

Eyelids and Cheeks

Usually puffy and swollen for the first day. Newborns have dark blue eyes that gradually change to their permanent color by three months. Newborns may look cross-eyed as they gain eye muscle coordination in the first few weeks.

Face and Neck

There may be some minor blemishes. Small pink birthmarks will gradually fade by age two. The nose will be flattened by the birth process and slightly "turned-up." The neck is very short and weak. Support the baby carefully for the first three months especially.

Body

Both girls' and boys' breasts are swollen and may secrete a small amount of thin discharge for a few days. The umbilical cord stump is prominent and will shrivel and fall off in 5 to 4 days. Genitals are swollen for the first week because of the mother's hormones affecting the infant before birth. Hands and feet may be bluish and cold for several days before circulation is well established.

Skin

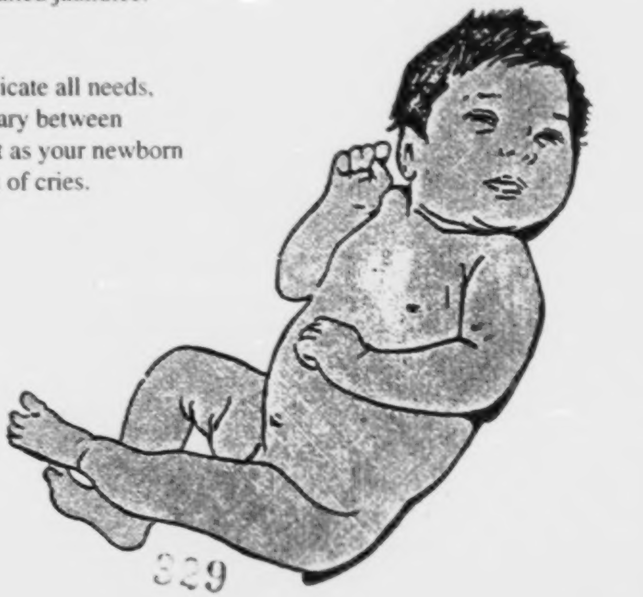
Is sensitive and soft with fine downy hair. Many infants develop a "newborn rash" as their skin adjusts to life outside mother's body. If skin has a yellowish tone, consult your health care provider. This may be caused by a very common condition called jaundice.

Crying

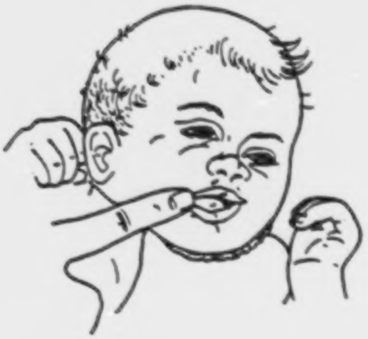
This is the only way for baby to communicate all needs, but amount and intensity of crying will vary between children. At first all cries sound alike, but as your newborn gets older, you will notice different kinds of cries. Remember, newborns cry no tears.

Bowel Movements and Urine

First bowel movements are greenish-black, tar-like stools. In a few days, they will become yellow-brown in breast-fed infants, darker brown for formula-fed infants. Urine is pale yellow. An infant may need 6 to 8 diaper changes each day.



Newborn Reflexes



Rooting Reflex:

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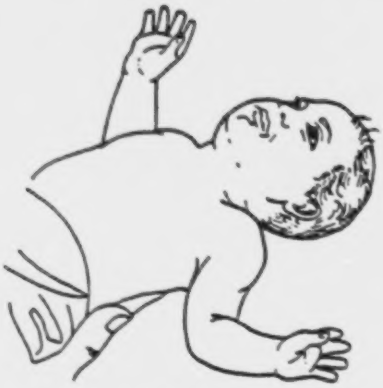

Startle (Moro) Reflex:

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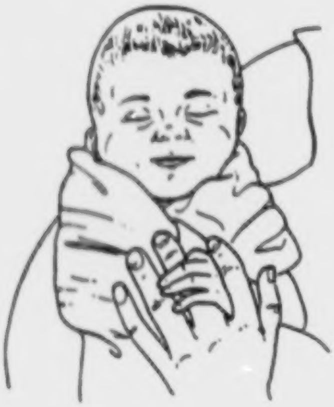

Grasp Reflex:

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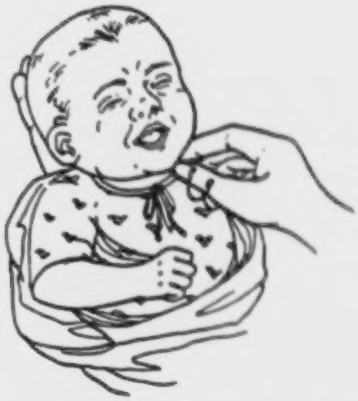

Reflex Action (Sneezing) Reflex:

____
____
____
____
____

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Newborn Care and Medical Procedures

Complete the chart below by telling what it is, why it is done, and how it benefits the baby.

Suctioning	
Cord Clamping and Care	
Identification Band	
Footprinting	
Temperature Monitoring	
Warmed on Mother's Chest	
Heat Regulation	
Apgar or Other Assessment	
Eye Medication	
Vitamin K Injection	
Heel Stick for Jaundice	
Circumcision of Boys (if parent requests this)	
Other	

Keeping the Newborn Clean

Until the umbilical cord falls off, the baby should be washed by a sponge bath instead of immersing in water.

What is Needed

- sink or baby tub
- baby soap
- tearless baby shampoo
- cotton swab for umbilical cord
- soft washcloth
- two large towels
- baby clothes and diapers

Getting Ready

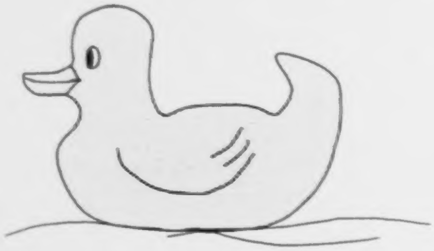
- Check the temperature of the room for adequate warmth.
- Gather necessary baby bath items by the tub before undressing baby.
- Line the tub or sink with a large towel to prevent baby slipping.
- Adjust the water so that it feels slightly warm to the inside of the wrist. Turn off hot water first, then cold water last, so the faucet feels cool to the touch.

Bathing Baby

- Undress baby, and wrap baby in a large towel. Wet and wring out a wash cloth. Wipe baby's eyes from nose side to ear side. With another part of the washcloth wipe baby's other eye. Then wipe baby's face. Fold washcloth over index finger and gently wash the outside and behind each ear. NEVER PUT ANYTHING IN BABY'S EARS. Dampen a corner of washcloth to wipe away dried mucus from baby's nose. If right-handed, hold baby's body in a left-handed football hold, supporting baby's head with left hand and holding baby's body with left arm with baby's legs tucked under her left armpit (do the opposite if left handed). Hold baby's head over sink or tub, and, using right hand, wash head with tearless baby soap or baby shampoo, then rinse gently and pat dry.

- Unwrap baby's body and lower it into the tub. If right-handed, support baby's body with left hand and arm while washing baby with right hand. Enjoy this time with baby; talk to, sing to, and gently play with baby. Do not let baby become chilled. If baby's skin becomes mottled in color, or if lips or hands or nails appear blue or purple, promptly end bath. After removing baby from bath, wrap in towel and gently pat dry, paying special attention to creases in baby's skin. Use of powders and lotions is not necessary, and may harm baby. The baby can inhale baby powder if the container is shaken carelessly.

- Quickly but gently dress baby, taking care to avoid loss of heat from the baby's body.



Source: Chris Nyirati, R.N., Ph.D., C.S., Assistant Professor of Clinical Nursing, The Ohio State University, College of Nursing, and Nurse Practitioner, Department of Community Medicine, Grant/Riverside Hospital.

What to Do When a Baby Cries

Change baby's wet diapers.

Check clothing to adjust baby's temperature.

Feed baby to satisfy hunger.

Burp baby to dislodge any air bubbles in stomach.

Talk to baby, cuddle and rock to ease loneliness.

Offer baby a pacifier to satisfy urge to suck.

Hold baby close and breathe slowly and calmly to soothe.

Play soft music, dance with baby, or offer a "noisy" toy to relieve boredom.

Remember, **NEVER** shake the baby!

If all needs are met, lay baby in crib and leave for a few minutes. Check on baby, to reassure him or her. Gradually lengthen the time between your checks on the baby. The older the baby, the longer you can wait to check on him or her. Use resources to help you determine the length of time to wait before checking on the baby.

Source: *Caring for Infants and Young Children* by Kathy Sammis. Copyright © 1989 by J. Weston Walch, Publisher. Used with permission.

Recommended Childhood Immunization Schedule

Vaccines are listed under the routinely recommended ages. Bars indicate range of acceptable ages for vaccination. Shaded bars indicate catch-up vaccination. At 11-12 years of age, hepatitis B vaccine should be administered to children not previously vaccinated, and Varicella vaccine should be administered to children not previously vaccinated who lack a reliable history of chickenpox.

Age ► Vaccine ▼	Birth	1 mo	2 mos	4 mos	6 mos	12 mos	15 mos	18 mos	4-6 yrs	11-12 yrs	14-16 yrs
Hepatitis B^{2,3}	Hep B-1		Hep B-^{2}		Hep B-^{2}					Hep B-^{2}	
Diphtheria, Tetanus, Pertussis^{4}			DTaP or DPT	DTaP or DPT	DTaP or DPT		DTaP or DPT^{4}		DTaP or DPT	Td	
H. influenzae type b^{5}			Hib	Hib	Hib^{5}	Hib^{5}					
Polio^{6}			Polio^{6}	Polio			Polio^{6}		Polio		
Measles, Mumps, Rubella^{7}						MMR			MMr^{7} or MMR^{7}		
Varicella^{8}							Var			Var^{8}	

Source: U.S. Department of Health, 1997.

Baby's Health Exam Record

Complete this record each time your child is seen for a well-child exam by your health care provider. Before the exam, complete the items at the bottom of the page. Then record the other information or tests/immunizations given when you see the health care provider.

Date of Check-up: ____________________ Time: ____________________ a.m. p.m.

Health Care Provider Seen: ____________________

Age of Child at Check-up: ____________________

Height/Length: ____________________

Weight: ____________________

Head Circumference: ____________________

Immunizations or Tests Given to Child (and reactions, if any): ____________________

Questions or problems you have had since your last visit:

Question/Problem: ____________________

____

Advice/Treatment: ____________________

____

How is your child changing/developing? ____________________

____

What new things can your child do? ____________________

____

Is your child eating well? ____________________

Newborn Situations: What Will You Do?

Read each of the situations below and decide what you would do in that situation. Explain where you would go to get any information you might need to make your decision or carry out your solution. Present your solution to the class and explain why your solution would be best for you, your baby, and your family.

1. Your mother believes that only you should hold or touch the baby because that way the baby will not get germs. You have been caring for the baby for days and are tired of the baby's demands. You feel you need some time to yourself.

2. When you bring your baby home from the hospital, you try to spend as much time as possible making eye contact with the baby. You notice his eyes don't seem to focus right and you are afraid he has some kind of eyesight problem.

3. You are feeding your baby using the breast feeding method. Your baby eats for five minutes then falls asleep. Your mother says the baby should be fed every three hours, but your baby wants to eat every two hours.

4. Your baby is keeping you up at night with at least two feedings. Sometimes she is fussy in between the feedings and you must quiet her before getting back to sleep yourself. It is difficult for you to get up and get to school in the mornings.

5. You are trying to use the formula feeding method during the day while you are at school, and breast-feeding in the early morning and evenings. Your baby is having difficulty nursing in the evenings and cries a lot. You are up many times during the night trying to feed him.

6. Even though you have fed, changed, and cuddled with your baby, he still cries uncontrollably every evening around 7:00 p.m. This leaves you very upset and you are having trouble sleeping at night. You feel as if you are out of control and your anger may lead you to do something wrong.

Daily Baby Care

Caring for a newborn is at least as time-consuming as working a 40-hour-a-week job. No wonder new mothers and fathers get so tired! To get an idea of the time and chores involved in baby care, fill in this chart before you begin to care for your own baby. After your baby is born, fill in the chart again for a typical day of baby care.

Activity	Time Begin	Time End	Person Responsible
Feedings (6-10 per day)			
Prepare formula, bottles, and nipples (6-10 per day)			
Change diaper (6-10 per day)			
Change baby's clothes			
Change baby's bedding			
Baby's bath			
Give baby vitamin drops			
Household chores			

Daily Baby Care *(continued)*

Activity	Time Begin	Time End	Person Responsible
Laundry Wash Dry Fold			
Interact with baby: Hold/rock/talk Walk outdoors			
Baby's naps			
Parents' naps			
Prepare and eat parents' meals: Breakfast Lunch Dinner			
Total baby-activity time for day:			

Unit 4:

Parenting

Unit 4: Parenting

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on the roles and responsibilities of parents as well as the effect of attitudes and expectations about parenting.

Teacher Background Information

The teacher background information reviews current and classic literature on roles and responsibilities of parenting. References appear at the end of the section. **Page 330**

Learning Activities

The learning activities address four competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, And Dual-Role Skills (GRADS)*. Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 4.1:	Analyze attitudes and expectations of parenthood	**Page 338**
Competency 4.2:	Identify parenting roles, rights, and responsibilities	**Page 338**
Competency 4.3:	Identify strategies for meeting the challenges of parenting children with special needs *	**Page 354**
Competency 4.4:	Analyze legal issues related to parenthood	**Page 358**

*Expanded Competency

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and referenced according to their related competency. **Page 362**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 363**

Teacher Background Information

Teacher
Background
Information

Rationale

Adolescent parenting can mean physical risks, economic disadvantage, instability in life circumstances, inadequate parenting skills, interrupted opportunity for personal development for the parents, and negative developmental, academic, health and social consequences for the children. Yet many school-age parents are able to surmount these difficulties. Emotional maturity, parenting skills, futuristic goal setting, and use of resources enable adolescents to meet the challenges of early parenting. Current literature emphasizes the importance of a sensitive, responsive parent/child relationship, the impact of life stresses on parenting behavior, and the use of social support to mediate the challenges and risks of school-age parenting.

Background

Since adolescent parenting is complex, research findings about the subject are frequently inconclusive or tentative. What is clear from the literature is that school age parents vary in their characteristics and behaviors and do not respond to the challenges of parenting in uniform, predictable ways (Hamner & Turner, 1996).

The maturational developmental crisis of adolescence and the situational developmental crisis of parenting are in many ways contradictory. Parenting requires the postponement of gratification, the imagining of consequences before experiencing them, and the projection of consequences into the future. Adolescent parents may not be ready for the long-term, abstract thinking important to parenting responsibilities, particularly when such thinking must be done under stress (Ketterlinus, Lamb, & Nitz, 1991).

Parenting requires selflessness, an understanding of the child's view of the world, the ability to recognize the child's needs as different from one's own, putting the child's needs ahead of one's own, a willingness to ask for help, and a playful spontaneity in interacting with the child. The egocentrism of adolescence can mean school-age parents will be self-conscious about their parenting behaviors and reluctant to ask for and use support. They may also project their own thoughts, feelings, and preferences onto others, and see their children as extensions of themselves. This can block a true understanding of and empathy for a young child's needs.

Adolescence is a time of rapid physical changes, significant emotional and cognitive maturation, and a heightened sensitivity to peer relations. It is also a time of exposure to a more diverse social world, bringing new ideas, new challenges, and often new risks (Newman & Newman, 1997). The formation of an identity requires a balance between separation and connection to the family of origin, which is accomplished through reorganization and renegotiation of roles and expectations on the part of adults and adolescents (Allison & Sabatelli, 1988). Typically the peer group is significant in the renegotiation of family roles with some dependencies shifting from family to peer group and with the peer group providing a testing ground for new roles, values, and commitments. The nature and frequency of peer group contact is significantly affected by parenting responsibilities. Some school-age parents may appear to be abruptly pushed out of adolescence into adulthood, while others may appear to be functioning as "typical" adolescents with their parents assuming most of their parental and financial responsibilities while they focus largely on academic and social roles (Enright, 1995).

Despite these conflicting developmental demands, school-age parenting need not be considered an inevitably negative developmental occurrence. With preparation and societal support, adolescent parenting can encourage maturation, propelling the accomplishment of developmental tasks and resulting in ego strength for the adolescent parent (Hamburg, 1986). Chatman (1993) found that adolescent African-American mothers did indeed possess ego strengths. Despite their many needs for support, they were able to think abstractly and futuristically, able and willing to put their child's needs first, and ready to commit to the new role of parent.

Researchers agree that a positive parent/child relationship will further the development of both the adolescent parent and the child. From this relationship the mother can develop satisfaction and competency and the child can develop socially and intellectually. A positive parent/child relationship may be defined as "any interaction that enables either the child or the parent to feel secure, successful, or valued; to enjoy each other or to enjoy learning . . ." (Hans, Bernstein, & Percansky, 1991, p. 90). Behaviors that encourage a positive relationship between adolescent parent and infant are

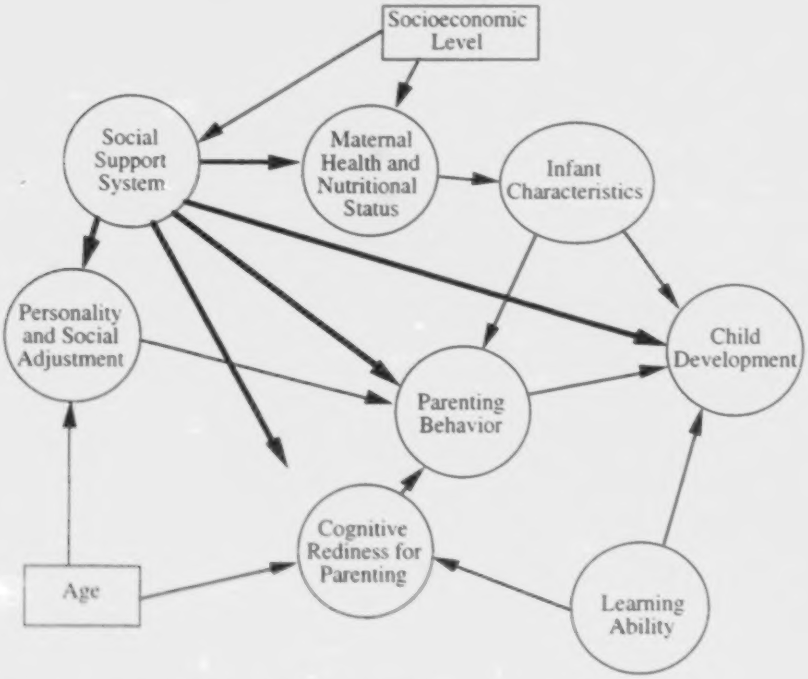
- optimal positioning and handling
- responsiveness to cues
- intimate body contact
- frequent verbalization
- expression of warmth
- visual connection, and
- accurate interpretation of cues
- cognitive stimulation (e.g., reading)

As the child grows, this parenting relationship becomes solidified into a parenting style. Jenson and Kingston (1986) summarize some key parenting styles and consequences as follows.

Style	Parent Warmth	Parent Control	Parent Anxiety	Child Outcomes
Authoritative	high	high	low	confident, independent, outgoing, socially responsible, self-controlled, explorative
Neglectful	low	low	low	delinquent behaviors
Indulgent	high	low	high	independent but manipulative, antisocial, aggressive
Rigid/Controlling/ Abusive	low	high	low	neurotic, socially withdrawn, shy, anxious, self-punishing

Overall, adolescent mothers have been shown to have less than optimal parenting behaviors, especially younger teens and those under the greatest stress. Although research results are mixed, the children of teen mothers are more likely to experience health problems, do less well in school, and exhibit social/emotional problems such as overactivity, undercontrol, and aggression (Hamner & Turner, 1996). These ill effects have long lasting impact and can become more pronounced as the child gets older. Few of these problems are simply a result of the mother being a teenager, however. They are also associated with the fact that the future for girls who become teen mothers will often include physical complications of pregnancy for young teens (15 and under), dropping out of school, being unemployed or employed in a low-paying job, being on welfare, being a single mom, and having more children than those mothers who begin childbearing later in life.

Teen parenting behaviors of special concern are a lack of sensitivity or responsiveness, a lack of warmth, low verbal stimulation, and intrusion or punitiveness. Factors that can enhance adolescent parenting are the development of formalized thought, reduced self-centeredness, positive attitudes toward childrearing including nonpunitiveness, knowledge of child development, perceptions of infants as having manageable temperaments, low stress, effective coping mechanisms, and available social support (Elster & Lamb, 1986). As shown in Figure 1, parenting effectiveness of the adolescent mother depends on cognitive and emotional preparation, which is influenced by formal and informal education from a support system, the number and type of stressors, the availability of material and psychological assistance from a support system, and personal coping skills.


Socioeconomic Level
Social Support System
Maternal Health and Nutritional Status
Infant Characteristics
Personality and Social Adjustment
Child Development
Parenting Behavior
Cognitive Rediness for Parenting
Age
Learning Ability

From: Whitman, Borkowski, Schellenbach, & Nath (1985)

Figure 1. A Model of Teenage Parenting and Child Development

Some researchers have concluded that of these factors the adolescent's beliefs and expectations regarding parenting are the most important regulators of parenting behavior (Ketterlinus et al., 1991). Research has shown that parenting is enhanced by

- acceptance of the pregnancy (Haskett, Johnson, & Miller, 1994);
- belief that parenting matters in the outcome for children (Luster & Rhoades, 1989); and
- a belief that use of support does not infringe on one's autonomy or competency (Field, Widmayer, Stoller, & deCubas, 1986).

Parenting effectiveness is diminished by

- belief in punitive control techniques (Luster & Rhoades, 1989);
- belief that one's baby has a difficult temperament (Miller & Moore, 1991); and
- overestimation or underestimation of a child's developmental capability (Stern & Alvarez, 1992).

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Researchers have looked at the concerns that teen parents express about parenting as indicators of perceived stress and the lifestyle changes and adjustments required for school-age parents. Adolescent male concerns are vocational/educational/financial; health; relationships (with the mother, peers, teachers, and own family); and to a lesser degree, ability to parent (Ketterlinus et al., 1991). For females, vocational/educational/financial concerns occurred throughout pregnancy; health was a concern in the last trimester; relationships in the first trimester; and concern about the ability to parent was often expressed in the second trimester and postpartum. Chatman (1993) found adolescent African-American mothers were concerned about loss of freedom, interruption of vocational/educational goals, fear of rejection, and not being "allowed" to fully take on the mother role. The needs identified by these subjects were information (child care, parenting skills, and illness care); child care respite; material support; and emotional support.

Special supports are required for adolescent parents giving birth to special needs children due to the increased demands of the care of these children and increased stress levels. The birth of a special needs child destroys a dream or expectation that the parents had for a "perfect" child and grief reactions are common (Hamner & Turner, 1996). Parents need sources of information and support to learn about screening techniques, developmental delays and developmental disabilities, problems and special issues associated with care and nurturing, and available health care, child care, and support services.

Social support is an important factor in withstanding the challenges of adolescent parenting. It can contribute to increased parenting skills, positive mother/child interactions, and the psychological well-being of the mother. Adolescent parents' support systems typically have the following characteristics (Chatman, 1993):

- The adolescent's own mother is a primary source of all types of support. Cognitive support offered by mothers to adolescents includes how to organize child care when juggling multiple roles or multiple simultaneous child demands.
- Male companions are very important in providing emotional support and especially in satisfying the adolescent mother's desire to offer the child a male role model/father figure.
- Younger adolescent mothers are more likely to use friends rather than their own mothers as support for personal problems.

Support will be more valuable for teens when they have psychological ties to the source, when it comes from a dependable source, and when the teen's personality characteristics and needs make him or her receptive. To develop support systems that will foster healthy development, Clarke (1978) suggests that for each need, one identify a primary source of support, an alternate source of support, and ways to meet the need oneself. This can extend one's support network so not all the support emphasis is on one person who may not be able to meet all the expectations. Furthermore, it reinforces the value of support while maintaining personal responsibility and autonomy.

Adolescent mothers do better when they remain with their family of origin at least for the first five years, especially with regard to educational status, relationship with family, and financial independence (Hanson, 1992). Yet, support is not always positive and can lead to more stress. Negative factors in support are interpersonal conflict in the relationships (Nath, et al., 1991), criticism imbedded in the support communication (Parke & Neville, 1987), the inability to sort out conflicting information among sources (Nath, et al., 1991), or in some cases the blocking of the mother/child relationship and the adolescent's taking on the parenting role (Hanson, 1992). Although most studies have shown that child care by the baby's grandmother is beneficial to the adolescent mother's parenting, Rellinger (1994) found that high communication and connection between the adolescent and the baby's grandmother was related to less attachment of mother/infant.

Adolescent fathers are more involved with their children than often thought (Christmon, 1991). Direct effects for children as a result of father involvement are more secure attachment to the mother; higher efficacy, trust, and self-esteem ratings; fewer behavior problems; and higher academic achievement, especially among boys. Field and fellow researchers (1986) suggest that this enhancement of cognitive development is due to the playful stimulation that is characteristic of father/infant interaction. Indirectly, father involvement can increase the financial resources available to the child, affect the well-being of the mother through lessened financial stresses, provide emotional support, and facilitate more paternal grandparent involvement (Hamner & Turner, 1996). Christmon (1991) found that teen fathers were more likely to stay involved if their own mother expected them to do so. This was even more influential than expectations of involvement from the baby's mother.

Many complex legal issues face school-age parents, such as the establishment of paternity, parental and grandparental rights, and discrimination issues. Adolescent parents need help in identifying these issues, realizing their importance, and finding and accessing the resources necessary to take appropriate legal action. Furthermore, legal issues are constantly changing due to local, state, and federal statutes. Knowledge about where to find current information and community sources of support are essential if adolescent parents are to deal with complex legal issues.

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Learning Activities

Competency 4.1: **Analyze attitudes and expectations of parenthood**
Competency 4.2: **Identify parenting roles, rights, and responsibilities**

Group learning activities appear on left-facing pages; individual learning activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Teacher Note: Because of similarities and overlap in content, learning activities for competency 4.1 and 4.2 are listed together.

Group Learning Activities

a. List words or phrases that come to mind when you hear the word *parenting*. Share your list and phrases with the class. Using your list, create a definition of parenting. Compare your definition to those listed below. Survey other students in the building, asking the question, "What does parenting mean to you?" If possible, use a tape recorder or video camera to record survey responses. Compile and report your findings with the class. (4.1.2)

(1) Parenting is positive action to ensure that children have the best possible development and future.
(2) Parenting means taking responsibility for a child's well-being.
(3) Parenting is a process involving interaction between a parent and a child.

Processing Questions
- *Who is a parent?*
- *Is it always the biological mother or father?*
- *How does your definition of parenting match those you shared in class? Those of other students in your building?*

Unit 4: Parenting

Competency Builders:

4.1.1 Identify reliable sources of parenting information
4.1.2 Critique stereotypical attitudes toward parenting roles
4.1.3 Utilize the planning process to establish parenting goals
4.1.4 Identify adjustments in daily living caused by parenthood
4.1.5 Identify characteristics and consequences of being a caring parent
4.1.6 Identify characteristics and consequences of being a neglectful parent
4.1.7 Identify characteristics and consequences of being an abusive parent
4.1.8 Identify characteristics and consequences of providing a positive home environment
4.1.9 Identify characteristics and consequences of providing a negative home environment
4.1.10 Assess the role of the extended family in parenting and family relationships
4.2.1 Identify rights of parents, children, and grandparents
4.2.2 Identify stressors and fears associated with becoming a parent
4.2.3 Evaluate the need for pregnant/parenting adolescents to develop parenting skills
4.2.4 Identify strategies for participating in lifelong learning of parenting skills
4.2.5 Analyze consequences of social and cultural diversity on a family
4.2.6 Identify strategies for involving "important people" in parenting responsibilities (e.g., teen mother, young father, extended family members, and child care givers)
4.2.7 Identify community resources that provide parenting assistance

Individual Learning Activities

a. Complete **My Thoughts and Feelings About Parenting** (p. 363). (4.1.2)

Processing Questions
- *How have your experiences influenced your responses?*
- *What do your responses show about your beliefs about parenting?*
- *How might your attitudes about parenting impact your actions as a parent?*

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

b. Using classroom resources, define the term *role*. Using large sheets of newsprint, draw two life-sized silhouettes of a person. Label one silhouette, "Father's Role in Parenting" and the other silhouette, "Mother's Role in Parenting." Use words or pictures to identify parenting responsibilities that mothers should do and parenting responsibilities that fathers should do and write or draw them on the appropriate silhouette. (4.1.2)

Processing Questions

- *Did you classify most parenting responsibilities as part of the mother's role or the father's role? Why?*
- *What would happen if men were largely responsible for parenting?*
- *What would happen if women were largely responsible for parenting?*
- *What would happen if both men and women fulfilled these roles equally?*
- *How might your attitudes about male and female parent roles influence your goals as a parent? Your behaviors as a parent?*
- *How might your attitudes about parenting influence your child?*
- *Whose interests are served when parenting is largely a female responsibility? A male responsibility?*

Teacher Note: Be sensitive to the fact that role blocking is often practiced by the family of a teen mother. This can lead to teen fathers being blocked from access to their children.

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c. Using words or pictures, keep a parenting journal for one week about how your life has changed since you have become a parent or since you became pregnant. Identify new responsibilities and changes in your life. Note which changes you like most and which you like least. From your journal, summarize the changes you have experienced since becoming a parent. (4.1.4)

Individual Learning Activities

b. Compose a letter to yourself describing your goals as a parent. Your letter may be written or tape recorded. Use the questions below to guide your reflection about those goals. (4.1.3)

(1) What are the most important responsibilities you have as a parent right now?
(2) What do you hope to help your child accomplish in the next few months?
(3) When you think about spending time with your child, what would you like to see happening during that time?
(4) What are your concerns as a parent?
(5) If you are pregnant, do you consider yourself a parent? Why or why not?

Processing Questions

- *How have your attitudes and beliefs about parenting influenced your goals?*
- *What do your goals say about your beliefs about parenting?*
- *What would happen to you if all your goals were achieved? What would happen for your baby? For the other parent of your child? For your family?*

Teacher Note: A tape-recorded letter could be continued as an audio journal.

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c. Complete **Parenting Roles in My Life** (p. 364). In your written or audio journal, explain how your responses influence your parenting style. (4.1.2)

Processing Questions

- *What do the parenting roles you have experienced mean for you? For you as a parent?*
- *What patterns are emerging from your responses to the handout?*
- *Were the parenting roles in your family fulfilled by both male and female, or primarily by male or primarily by female?*
- *Were these roles filled mainly by parents, other family members, or other non-family members?*
- *What do these patterns mean for you?*
- *What would you change? Why?*
- *Do you want your child to experience the same or different patterns? Why?*

Teacher Note: Be sensitive to the fact that students may not be able to identify someone in every category of the handout.

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

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d. Form a panel of teen parents and discuss the changes and challenges of teen parenting in a presentation to other students at your school. Make a video of your presentation to share with the community. (4.1.4)

> **Teacher Note**: Extreme sensitivity should be used when engaging students in this type of an activity. It is not suitable for all students. Teen parents need much guidance with this, since many of them have poor personal boundaries and may share inappropriately. In addition, the audience may respond inappropriately.

e. In three groups, choose one of the following types of parenting: being a caring and nurturing parent, being a neglectful parent, and being an abusive parent. Use books, videos, and other resources to research the definition, characteristics, and consequences of being that type of parent. Create a chart showing your findings and present it to the rest of the class. As you continue to study parenting, find newspaper articles illustrating each type of parenting and add them to the charts displayed in the classroom. (4.1.5, 4.1.6, 4.1.7)

Processing Questions

- *What are the consequences of being a caring and nurturing parent for the child? The family? The community?*
- *What are the consequences of neglectful parenting for the child? The family? The community?*
- *What are the consequences of abusive parenting for the child? The family? The community?*

Individual Learning Activities

d. Read **How Does It Feel to Be a Parent?** (p. 365). Circle the words that describe your feelings and attitudes about being a pregnant or parenting teen. Write or record a journal entry about those feelings and the effect they have on your actions as a parent. (4.1.4, 4.2.2)

Processing Questions

- *What impact might these feelings have on your actions as a parent?*
- *Do these feelings influence your child? If so, how?*
- *Can a child sense some of these feelings in a parent? If so, how?*

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e. Complete **Parenting Adjustments** (p. 366). If pregnant, anticipate the adjustments you will make as a parent. Three months after the baby is born, write or tape the adjustments you made. Compare them with your responses to this activity. Explain similarities and differences between your anticipated and actual adjustments. (4.1.4, 4.2.2)

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

f. Keep a log of your behavior for 24 hours and record incidents in which you behave in caring ways toward others. Create a collage of words, pictures, and drawings that illustrates these examples, labeled "Caring Around the Clock." Share your collage with the class. Explain why you have selected these examples. Summarize what caring means by developing a chart that lists "Caring looks like . . ." on one side and "Caring sounds like . . ." on the other side. Explain the importance of caring for self and others. (4.1.5)

Processing Questions
- *Why is caring important?*
- *What effect does caring have on your child?*
- *How do you feel when you are caring toward others?*
- *Are all caring actions seen as caring by others (child, family members, or partner)? Why or why not?*
- *How would you respond to someone who doesn't see your caring behavior as caring?*

Teacher Note: To help students assess their own work on the development of the time log, the collage, and the class presentation about caring, consider using **Assessment Rubric for Caring Project** (p. 367).

g. Read individually or aloud to the class several children's books that illustrate caring relationships, such as those listed below. Discuss why you would read a book about caring behavior to your child. Explain why you think the relationships in the books are good examples of caring behavior. (4.1.5)

(1) *"More, More, More," Said the Baby: Three Love Stories* by Vera B. Williams
(2) *I'll Love You Forever* by Robert Munsch
(3) *Tom and Pippo Go for a Walk* by Helen Oxenbury

Individual Learning Activities

f. **Family Involvement**: Interview your parent(s) about the changes that have occurred in your family as a result of the birth of your child. Compose a list of questions to ask, using **Parenting Adjustments** (p. 366) for ideas. Compare and contrast your anticipated and actual adjustments with those made by your parents on the birth of their grandchild. (4.1.4, 4.2.2)

Processing Questions

- *What resources could family members use to help them in making these adjustments?*
- *How might some of these adjustments create stress for you as a parent? For your family? For your child?*
- *What fears might a person have about becoming a parent? Are those fears justified? Why or why not?*

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g. Use classroom resources such as textbooks or videos to describe what it means to be a caring or nurturing parent, a neglectful parent, and an abusive parent. Develop three T-charts for each of these concepts. For a caring or nurturing parent, on one side of the chart, write what caring or nurturing looks like and on the other side of the chart, write what caring or nurturing sounds like. Complete a similar T-chart for a neglectful parent and an abusive parent. (4.1.5, 4.1.6, 4.1.7)

Processing Questions

- *What are the consequences of each of these types of parenting for children? For extended families? For communities?*
- *What skills do parents need in order to be a caring or nurturing parent?*
- *What do you need to do in order to become a caring or nurturing parent?*

Teacher Note: A T-chart is a chart that helps students conceptualize a particular idea. To make a T-chart, draw a large "T." On one side, list what the idea looks like. On the other side, list what the idea sounds like.

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

h. Create a collage of pictures, words, or drawings representing a positive home environment. Share your collages with the class and summarize the characteristics of a positive home environment. (4.1.8, 4.1.9)

Processing Questions
- *How does a home environment influence you and your child?*
- *What do you or can you do to provide your child with a positive home environment?*

i. **Family Involvement:** In class, read **A Child's Bill of Rights** (p. 368). Discuss the responsibilities that parents have to insure that children's rights are fulfilled. Share the handout with your parents at home, and develop a bill of rights for yourself as a teen parent and a bill of rights of grandparents. Share your bill of rights with your classmates or teacher. (4.2.1)

j. Draw a picture of your family using stick figures. Share your family portrait with the class. Discuss the types of support extended family can provide for teen parents, such as the types of support listed below. Now draw a second picture of important family members from your child's perspective. Brainstorm ways to involve family members in the parenting process who are important to your child. (4.1.10, 4.2.6)

(1) Emotional
(2) Material
(3) Childrearing

Processing Questions
- *Who are the important family members in your life? In your child's life?*
- *What are the consequences of having each of these people involved in raising your child? Not involved in raising your child?*
- *What are the consequences for the child of not involving one of the parents in the parenting process? What are the consequences for the parent who is not involved?*

Individual Learning Activities

h. Complete **Important People in My Life** (p. 369). In your written or audio journal, describe what this support means to you as a teen parent. (4.2.6, 4.1.10)

Processing Questions
- *How will these people support you and your child?*
- *How important is it to have people to support you?*
- *What would happen if you did not have this kind of support?*

i. Develop a plan to involve all people important to your child in the parenting process. Carry out your plan and keep a journal to describe what happens as you carry out the plan. In your journal, discuss the consequences of your actions for your child, the people you are trying to involve, and for you. (4.2.6)

Teacher Note: Work individually with students to brainstorm possible strategies for involving all people important to the child in the parenting process and to decide what strategies would be appropriate for his or her specific situation.

j. Read **Sources of Parenting Information** (p. 370). Select one of the sources identified on the handout that you use frequently. Create a story about a teen parent who seeks help from that source and uses the questions to determine whether or not the information is reliable for use in making parenting decisions. Write or tape record your story. (4.1.1)

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

k. Make a list of all the people in your life who provide support for you such as family, friends, neighbors, etc. For each name on your list, write a few examples of the kind of support they give you. Share your list with a classmate and celebrate your "life-savers" by sharing a roll of Lifesaver candy with your classmate. (4.1.10, 4.2.6)

l. Considering what you know about parenting roles and responsibilities, make a list of possible goals you might have as a teen parent. In pairs, choose one of the goals on the list and explain what would happen for the teen parent, the child, the family, and the community if the goal were achieved. Share your responses with the class. (4.1.2, 4.2.3, 4.2.4)

Processing Questions
- *Why are the goals you have identified important?*
- *What is important about these goals?*
- *What do you need to know in order to achieve these goals?*
- *Which goals would be most appropriate for you as a teen parent? Why?*
- *What do you think your parenting goals will be five years from now? Ten years from now?*
- *Why is learning how to be a parent a lifelong task?*

Individual Learning Activities

k. **Family Involvement:** Interview your own or any parent about sources of information they use to learn about parenting. Examples of possible interview questions are listed below. Compare your interview findings with the sources you most commonly use to get information about parenting. (4.1.1, 4.2.3, 4.2.4)

(1) Where did you learn about parenting?
(2) Who were your parenting role models?
(3) What sources of information are helpful to you as a parent?

Processing Questions

- *Do parents know everything they need to know about parenting when they first become a parent? Why or why not?*
- *Where can you learn about parenting?*
- *Why is it important for you to learn more about being a parent?*
- *Why is it important to continue to learn about parenting for as long as you are a parent?*

Action Project

l. Collect newspaper articles or watch television programming that provide information about parenting. Cut out the newspaper articles or write brief descriptions of each television program and keep them in a notebook. Evaluate the reliability of each article or program as a source of parenting information. Justify your decision about whether each is a reliable source. Then summarize your findings about reliable sources of parenting information using the questions below. (4.1.1, 4.2.4)

(a) How did you decide whether the sources were reliable?
(b) Was each article or program reliable? Why or why not?
(c) Would you say newspaper articles or television programs are mostly reliable or unreliable?
(d) What would happen if parents relied on newspaper articles or television programming for reliable parenting information?
(e) How does what you have learned about reliable sources of parenting information fit into your plan for lifelong learning as a parent?

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

m. Make a list of various sources of information about parenting, including informal sources such as friends and family members. Create a display of print resources of parenting information. Discuss the advantages and disadvantages of using these different sources of information. Use a dictionary to research the meaning of the word *reliable*. Develop a list of questions to use in determining whether or not a particular source of parenting information is reliable, such as those listed below. Define unfamiliar terms such as *credentials* and *bias*. (4.1.1, 4.2.4)

(1) Does the author or source of information have good credentials?
(2) Does the author or source of information have a bias?
(3) Are the author's or source's beliefs and attitudes about parenting similar to your own? If not, what are the consequences of these differences?
(4) Is the information up-to-date?
(5) Is the information presented in a logical way and supported by research?

Processing Questions

- *Of all the sources of parenting information, which are you most likely to use? Why?*
- *Why is it important to consider whether or not a source of parenting information is reliable?*
- *What are the consequences of using unreliable information when making parenting decisions?*

Teacher Note: Be sensitive to the fact that students may not be able (for a variety of reasons) to use their own parent(s) as sources of information about parenting. Seeking and not accepting their parents' information may contribute to family conflict that is not easily resolved. Students may be blocked (usually by their mother or grandmother) from applying new parenting knowledge. Adult parents might feel threatened, or might feel like they are losing control in the family, or it may be for other reasons.

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n. Using guest speakers, community resource guides, and other sources, identify reliable sources of parenting information in your community. Display a map of the community and mark the location of the various sources on the map. Invite guest speakers to discuss community resources for parenting information, completing each of the steps listed below. (4.1.1)

(1) Call and invite the speaker
(2) Write a letter of invitation and send with a map
(3) Greet and introduce the speaker
(4) Write a thank-you note

Individual Learning Activities

Action Project

m. React to the statement, "Parenting is a lifelong learning process." Write a journal entry about how you plan to continue learning about parenting throughout your own life. Create a skit, collage, showcase, videotape, poem, or visual representation that explains the statement, "Parenting is a lifelong process." Share your work with your teacher, another teen parent, and your own parent(s) and record their responses. Write a journal entry about your feelings and the feelings of other parents about the lifelong process of learning to be a parent. (4.2.4)

n. Open the letter you wrote to yourself earlier about your parenting goals and make any changes or additions as you feel appropriate. Create a "Wheel of Consequences" for each goal by writing the goal in the center of a circle drawn on a sheet of paper. Draw lines out from the circle representing each of the people that would be affected by the goal (such as yourself, your parent(s), your child, your friends, and/or your community). Make circles representing each of these people or groups. From those circles draw lines outward and write the positive and negative consequences for each of these people or groups if you were to achieve that particular goal. Share your wheel with a classmate or your teacher. (4.1.3)

Competency 4.1: Analyze attitudes and expectations of parenthood *(continued)*
Competency 4.2: Identify parenting roles, rights, and responsibilities *(continued)*

Group Learning Activities

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o. Working with a classmate, select a community resource that would be helpful to you and create a skit illustrating how you would call that agency and ask for assistance or information. Perform your skit for the class or your teacher. Consider the criteria below as you evaluate your skit. Select a community agency that supports parents and interview a representative from that agency to determine their need for volunteers or financial support. Design and conduct a community service project to help that agency. (4.2.7)

(1) Communication skills: Speaking clearly, listening and responding to questions
(2) Providing information about self: Name, pertinent personal information, reason for call
(3) Questions for the agency: To learn about services, who qualifies, and how services are offered
(4) Telephone etiquette: Introduction of self, closing the conversation
(5) Action plan for reaching the agency: Directions, including public transportation information where appropriate

Teacher Note: You and your students may wish to create an assessment rubric using the above criteria.

p. Revisit the letter you wrote yourself about your parenting goals. Make any revisions or add any new goals based on what you have learned in this module. Underline those goals you would like to keep the same. Write an explanation for your changes or additions. Represent your parenting goals as you complete **The Movie** (p. 371).

Individual Learning Activities

Action Project

o. Using your parenting goals, create a plan to develop your own personal parenting skills. Design a time line for completion of your short-term goals and explain how achieving each will help you reach your long term goals. Keep a record of your accomplishments and write a journal entry about your progress toward your parenting goals. (4.1.3, 4.2.4)

Action Project

p. Develop a poster illustrating the community resources on parenting you feel are most important for teen parents. Include a brief description of the services offered, addresses, and telephone numbers. Share your poster with your teacher and explain why you chose the community resources you did and ask for their feedback. Display your poster in a location in which it can be seen by other teen parents. Design and develop a brochure that can be distributed to the parents not enrolled in your class. Deliver your brochures to different agencies that can distribute them. Take photographs of your brochures on display at these agencies. (4.2.7)

Learning Activities

Competency 4.3: Identify strategies for meeting the challenges of parenting children with special needs*

> **Teacher Note**: This is an expanded competency. It should be a learning goal only for those students who are parenting special needs children, or for those students in a class who might provide support for their classmate who has a child with special needs.

Group Learning Activities

a. Invite a guest speaker from a local early intervention center or special education program to discuss types of special needs and screening techniques used to identify children with special needs. Identify available health care, child care, and support services available for special needs children and their parents in your community. Describe problems associated with daily care of children with special needs. Make a list of phone numbers and addresses of important resources. (4.3.1, 4.3.2, 4.3.4, 4.3.5, 4.3.6)

Processing Questions

- *Why is it important to seek professional help right away if you suspect your child has a special need?*
- *Why is it important for parents of children with special needs to use resources of support and information?*
- *Why might parents fail to seek help from community resources?*

> **Teacher Note:** The speaker should gauge their presentation based on the needs of the class. For example, if a particular student has a child with special needs, the speaker should assist the group in understanding these particular needs as well as how to be supportive of their classmate as a parent of a child with special needs.

Unit 4: Parenting

Competency Builders:

4.3.1 Identify types of special needs and screening techniques for identifying children with special needs*
4.3.2 Locate information related to the child's developmental delays and developmental disabilities*
4.3.3 Interpret information related to the child's developmental delays and developmental disabilities*
4.3.4 Assess the critical importance of bonding with special-needs children*
4.3.5 Describe problems associated with feeding, clothing, and bathing children with special need*
4.3.6 Identify available health care, child care, and support services for children and parents of children with special needs*

*Expanded Competencies

Individual Learning Activities

a. Write out the practical problem, "What should I do to meet my child's specific special needs?" Using library, community, or Internet resources, research information about your child's special needs. (4.3.2, 4.3.3)

Competency 4.3: **Identify strategies for meeting the challenges of parenting children with special needs *(continued)***

Group Learning Activities

b. Complete **Making Sure the Pieces Fit** (p. 372). Discuss ways you can observe whether your child may have a special need. Form groups based on the age of your children and create a poster of the warning signs for that age. (4.3.1)

c. In small groups, choose a specific special need and develop a plan for supporting a parent who has a child with that special need. Share your plan with the class.

Processing Questions

- *Why do parents of children with special needs require support?*
- *What kinds of support are important for these parents?*
- *What could you do for a parent who has a child with a special need?*

Individual Learning Activities

b. Interview a parent who has a child with a special need similar to your own child. Develop a list of questions to use in the interview, using the sample questions below as ideas. (4.3.2, 4.3.4, 4.3.5, 4.3.6)

(1) What was it like when you first found out your child had a special need?
(2) What special care does your child require?
(3) What special challenges have you faced in parenting this child?
(4) What problems have you had with feeding, clothing, and/or bathing your child?
(5) How have you bonded with your child? Why was bonding important to your relationship with the child?
(6) Where did you get information about this particular special need?
(7) What are the emotional needs of parents of children with special needs?
(8) What support systems are available to parents of children with special needs?
(9) What community resources or support groups have been most helpful to you?

c. From your interview and research, identify available health care, child care, and support services for children and parents of children with special needs. Add these resources to your Resource Notebook. (4.3.6)

Competency 4.4: Analyze legal issues related to parenthood

Group Learning Activities

a. Read **Legal Situations** (p. 373). (4.4.1)

Processing Questions
- *What are the consequences of these situations for the parent(s)? The children? The extended family? Society?*
- *What legal issues might you anticipate in your life as a parent?*
- *What action can you take now to prepare to face or prevent these legal issues?*

b. Write the terms listed on **Legal Terms Parents Should Know** (p. 374) on the chalkboard or a poster. Do not write their definitions. Working with a classmate, write your own definition for each of the words on the list. Then check your definitions against those on the handout. (4.4.3, 4.4.4)

c. Invite a speaker from a local legal aid society or child support enforcement agency to class to discuss legal issues facing teen parents and information related to the topics below. Make a list of questions to ask the speaker during the presentation. Following the presentation, summarize the major points in your journal. To your Resource Notebook, add names of community resources that provide help with legal issues. (4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5)

(1) Legal obligations of mother, father, grandparents, schools, and community agencies
(2) Importance of birth certificates/documents
(3) Resources available for obtaining legal counsel
(4) Parentage, child support, and visitation rights
(5) Allocation of parental rights and responsibilities
(6) Guardianship, minor status, and power of attorney

Processing Questions
- *What did you learn from the guest speaker that you can apply to your own situation?*
- *Why is it important to establish paternity?*
- *Why is it important to be familiar with legal documents and understand them?*

Unit 4: Parenting

Competency Builders:

4.4.1 Identify the legal obligations of mother, father, grandparents, schools, and community agencies
4.4.2 Analyze uses for and importance of birth certificates/documentation
4.4.3 Define *parentage, child support, visitation,* and *allocation of parental rights and responsibilities*
4.4.4 Define *guardianship, minor status,* and *power of attorney*
4.4.5 Identify resources available for obtaining family legal counsel

Individual Learning Activities

a. Collect newspaper articles, watch television programming, and think of personal experiences to make a list of situations that involve legal issues related to parenting. Circle those legal issues you might face as a parent. Share your list with a classmate or your teacher and explain how each issue might impact you, your child, your family, or your community. (4.4.1)

b. Read **Legal Terms Parents Should Know** (p. 374). Write the terms on index cards and their corresponding definitions on the backs of the cards. Ask a partner or your teacher to "flash" the cards as you give the definitions. In your journal explain how these terms effect your life. (4.4.3, 4.4.4)

c. Use a computer to search on-line sources for legal terms and definitions as well as legal resources available to you. Print the information you find and share it with other teen parents. (4.4.1, 4.4.3, 4.4.4, 4.4.5)

Processing Questions
- *How many different sites did you find that could provide information about legal terms or issues?*
- *Why is this information important to you?*
- *How can you determine if the source of information you located is reliable?*

Competency 4.4: **Analyze legal issues related to parenthood *(continued)***

Group Learning Activities

d. **Family Involvement:** Invite your parents to your class or to an after school session to listen to a speaker from a local aid society or child support enforcement agency, who will discuss legal issues facing teen parents and grandparents. On the written invitation, list the topics that will be presented, such as those identified in the previous activity. With your parents, make a list of questions you want to ask the speaker during the presentation. Following the presentation, discuss the major points with your parents. Summarize the major points in your journal. (4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5)

Action Project

e. Make a list of legal documents that should be kept in a safe place, such as those listed below. Brainstorm places to keep legal documents and other important papers. As an action project, collect important legal documents such as birth certificates, social security cards, and immunizations records. Choose or create a safe place to store these documents such as a notebook, baby book, folder, a decorated box, or a locking plastic bag in the freezer. . . in case of fire! Organize your important documents according to your plan. (4.4.1)

(1) Birth certificate
(2) Social security card
(3) Immunization records
(4) Fingerprint records

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Individual Learning Activities

d. Review a sample birth certificate and make a list of specific pieces of information found on the birth certificate. Obtain a copy of a hospital certificate of birth and compare it with the sample on the handout. Identify the similarities and differences. Use classroom resources or an interview with a legal aid representative to find out information about birth certificates related to the questions below. (4.4.2)

(1) What is the difference between a hospital certificate and a birth certificate?
(2) Where do you go to get a birth certificate and how much does it cost?
(3) Why do you need a birth certificate?
(4) Does the father of the baby have to sign the birth certificate?
(5) What does it mean if the father does or does not sign the birth certificate?

Teacher Note: Contact your county health department and request a sample birth certificate.

Action Project

e. Using the information you learned about legal issues affecting teen parents, establish a plan of action regarding legal issues you presently face. Establish a time line of action you need to take to resolve or deal with these issues. Keep a record of your actions and reflect on the results of your plan for yourself, your child, your family, and your community. (4.4.1)

Action Projects

1. Collect newspaper articles or watch television programming that provide information about parenting. Cut out the newspaper articles or write brief descriptions of each television program and keep them in a notebook. Evaluate the reliability of each article or program as a source of parenting information. Justify your decision about whether each is a reliable source. Then summarize your findings about reliable sources of parenting information using the questions below. (4.1.1, 4.2.4)

   (a) How did you decide whether the sources were reliable?
   (b) Was each article or program reliable? Why or why not?
   (c) Would you say newspaper articles or television programs are mostly reliable or unreliable?
   (d) What would happen if parents relied on newspaper articles or television programming for reliable parenting information?
   (e) How does what you have learned about reliable sources of parenting information fit into your plan for lifelong learning as a parent?

2. Create a skit, collage, showcase, videotape, poem, or visual representation that explains the statement, "Parenting is a lifelong process." Share your work with your teacher, another teen parent, and your own parent(s) and record their responses. Write a journal entry about your feelings and the feelings of other parents about the lifelong process of learning to be a parent. (4.2.4)

3. Develop a poster illustrating the community resources on parenting you feel are most important for teen parents. Include a brief description of the services offered, addresses, and telephone numbers. Share your poster with your teacher and explain why you chose the community resources you did. Display your poster in a location in which it can be seen by other teen parents. Design and develop a brochure that can be distributed to the parents not enrolled in your class. Deliver your brochures to different agencies that can distribute them. Take photographs of your brochures on display at these agencies. (4.2.7)

4. Using your parenting goals, create a plan to develop your own personal parenting skills. Design a timeline for completion of your short-term goals and explain how achieving each will help you reach your long-term goals. Keep a record of your accomplishments and write a journal entry about your progress toward your parenting goals. (4.1.3, 4.2.4)

5. Collect important legal documents such as birth certificates, social security cards, and immunizations records. Choose or create a safe place to store these documents such as a notebook, baby book, folder, a decorated box, or a locking plastic bag in the freezer. . . in case of fire! Organize your important documents according to your plan. (4.4.1)

6. Using the information you learned about legal issues affecting teen parents, establish a plan of action regarding legal issues you presently face. Establish a time line of action you need to take to resolve or deal with these issues. Keep a record of your actions and reflect on the results of your plan for yourself, your child, your family, and your community. (4.4.1)

My Thoughts and Feelings About Parenting

Respond to each of the questions below. Your responses may be written or tape recorded. You may also choose to respond with words, pictures, or drawings. There are no right or wrong answers.

1. What is a parent?

2. What is it like to be a parent?

3. What is the easiest thing about being a parent?

4. What is the most difficult thing about being a parent?

5. What can children do for parents?

6. What are the most important things that parents do for their children?

Parenting Roles in My Life

Write the names of the people who served you in the parenting roles listed. You may or may not write in a name for each question. Place a star beside those who are females. Total the number of males and females in each column.

Who . . .	Parent	Family	Adults Outside Family (for example, teacher, counselor, friend, neighbor, or church member)
1. Took care of you when you were sick?			
2. Fed you?			
3. Changed your diapers?			
4. Made sure you did your homework?			
5. Taught you to ride a bike?			
6. Listened to you?			
7. Knew your friends well?			
8. Read you bedtime stories?			
9. Answered questions about sex?			
10. Took you shopping?			
11. Played with you?			
12. Taught you your favorite hobby?			
13. Helped you understand your religious beliefs?			
14. Comforted you?			
15. Inspired you?			
16. Helped you with your personal problems?			
17. Served as your role model?			
18. Made you feel very special?			
19. Disciplined you and still loved you?			
20. Helped you learn right from wrong?			
21. Gave you joy?			
22. Cherished you?			
23. Accepted you unconditionally?			

How Does It Feel to Be a Parent?

According to a survey, 702 Ohio high school students describe parenting as . . .

Aggravated ambitious angry anxious bad broke challenging comforting compassionate competitive complete concerned contented courageous curious delightful depressed difficult disappointing discouraging disenchanted disgraced disgusted disillusioned dissatisfied distressed distrustful doubtful eager embarrassed empathetic empty encouraged energetic enlightened enthusiastic enviable exciting exhausting fearful flabbergasted forgiving free friendly frustrate fulfilled gentle good grateful gratified guilty happy hard hateful helpless honest hopeful hopeless humiliated humorous ignorant impatient imprisoned inadequate infuriated interesting irritated joyful kindly lonely lovely lucky mad mature mean meek miserable mistreated misunderstood mutual natural needed neglected nervous nice obsessed overprotective overworked painful paranoid patient peaceful perplexed pitiful pleasurable pressured proud regretful relaxed relief remorseful resentful respectful responsible rewarded sad satisfied scared secure selfish shameful shocking solemn sorrowful sorry stressed superior surprised suspicious sympathetic tender tense thoughtful tired trusting truthful uncertain unhappy unsure upset uptight used wanted warm wishful wonderful worried

Source: United Services for Effective Parenting of Ohio (USEP-Ohio). Discover Parenting. 4245 Donlyn Court, Columbus, Ohio 43232 (1-800 262-4KIDS).

Parenting Adjustments

List at least three adjustments you have had to make as a parent in each of the following categories. Then answer the questions below. Share your responses with one of your classmates or your teacher.

Physical

1.
2.
3.

Family

1.
2.
3.

Friends

1.
2.
3.

Financial

1.
2.
3.

School/Work

1.
2.
3.

Reflection Questions: Respond on the back of this page or in a journal entry.

- Which of these adjustments were most difficult to make? Easiest to make? Why?
- What resources did you use to help you make these adjustments?
- What would happen if you were unable to make these adjustments?

Assessment Rubric for Caring Project

CRITERIA	INDICATORS			
	Yes! (3)	**Getting There (2)**	**Good Start (1)**	**Rating**
24-Hour Log	• Kept log for 24 hours • Well-organized and neat • Incidents recorded in detail and in order • Times were logged when incidents occurred	• Kept log for 24 hours • Well-organized and neat • Incidents recorded	• Kept log for 24 hours	____ x 10
Collage	• Colorful • Representative of time log • Used combination of words, pictures, and drawings • Can be seen from a distance	• Completed a collage • Somewhat representative of time log	• Completed a collage	____ x 5
Presentation	• Spoke clearly • Answered all questions • Good eye contact with audience • Good voice projection • Referred to collage while speaking	• Spoke briefly with some knowledge • Answered some questions • Good eye contact with audience	• Spoke hesitantly • Brief eye contact with audience	____ x 5
Content of Presentation	• Included clear explanation of what caring experiences meant • Described what caring behavior meant to others • Demonstrated clear understanding of the concept of caring	• Included some explanation of caring log and collage • Somewhat understood concept of caring	• Some explanation and understanding of caring	____ x 5

Comments:

Total Points: ____________

Total Possible Points: 75

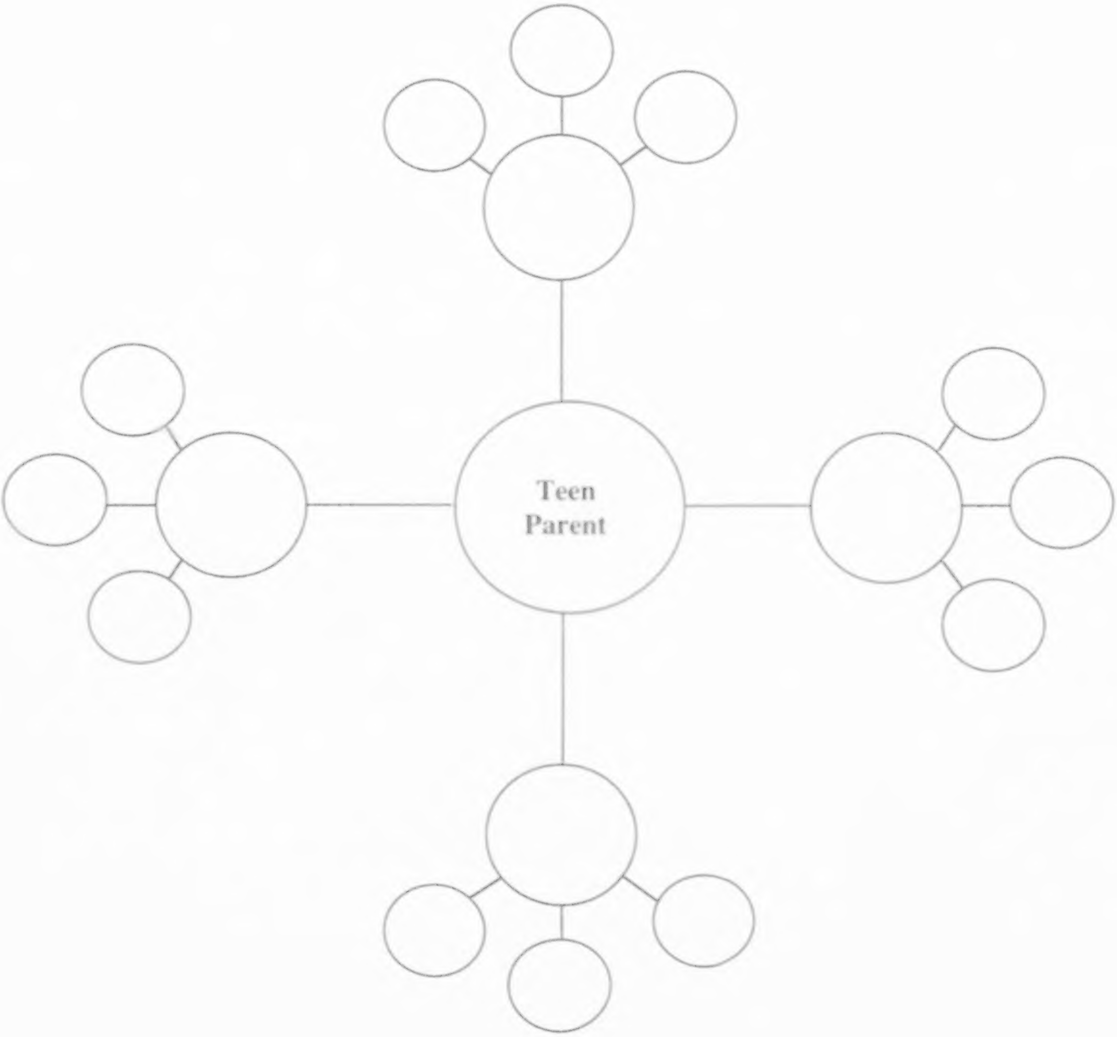
A Child's Bill of Rights

A child has a right to:

- *Enjoy freedom of thought, conscience, and religion*
- *Reasonable enjoyment of privacy*
- *Have his or her opinions heard and be included, to the greatest extent possible, when any decisions are being made affecting his life*
- *Receive appropriate and reasonable adult guidance, support, and supervision*
- *Be free from physical abuse and inhumane treatment*
- *Be protected from all forms of sexual exploitation*
- *Receive adequate and appropriate medical care*
- *Receive adequate and appropriate food, clothing, and housing*
- *Live in clean, safe surroundings*
- *Participate in an appropriate educational program*
- *Be taught to fulfill appropriate responsibilities to himself or herself and to others*

Important People in My Life

Directions: Using a separate sheet of paper, draw a diagram to illustrate the important people in your life, such as the one shown below. Draw a circle representing you in the center of the paper. Then draw four or more circles around the center and connect them to your circle. Identify four or more important people in your life and write their names in the circles. Identify the way they support and/or help you in raising your child and write each idea in a smaller circle surrounding the one naming the person.

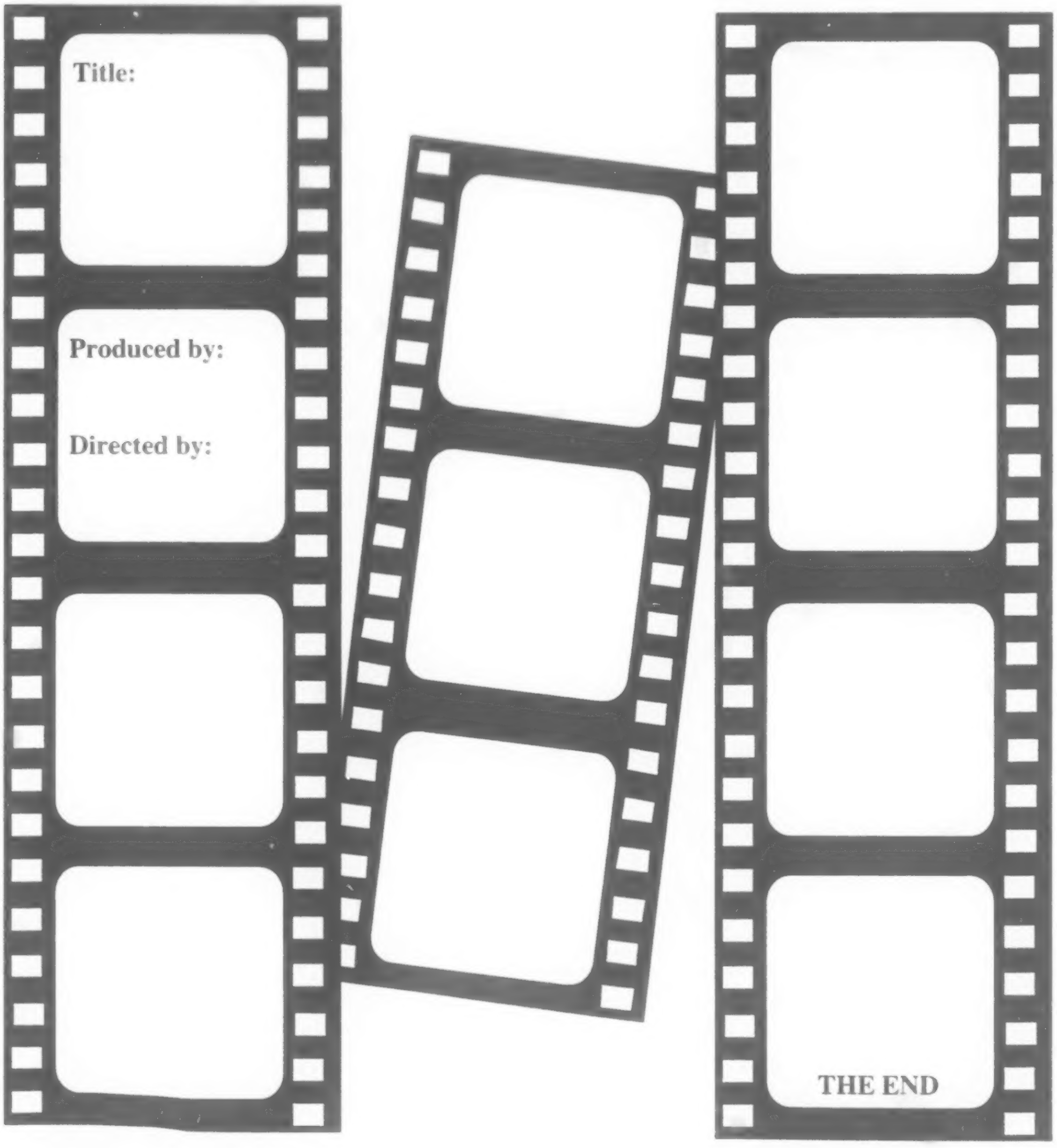


Sources of Parenting Information

Source of Information	Examples	Questions to Ask to Check Reliability
Advice from Other People	Family and friends Parenting experts Teachers	What are my feelings toward this person? Will seeking information from this person contribute to a conflict?
Media	Television, newspapers, magazines, radio, on-line computer sources	Who is the author or expert that is the source of the information? Why is this source considered to be an expert? Does the author or source have anything to gain from telling you this information? Is the information up-to-date?
Community Agencies and Services	Mental health organizations, support groups, hospital wellness organizations	What is the source of the parenting information? Why is this source considered to be an expert? Is the information up-to-date?
Personal Experiences	Experience as a child and as a parent, observations of others	Are my previous experiences relevant to this new situation? Did my past experiences have positive results for me, my child, and others?

The Movie

Using the boxes representing a film, create a movie about what you hope will occur in your life as a parent as you achieve your parenting goals. Give the movie a title and indicate yourself as producer and director. Then draw scenes you plan to make happen as you work toward your parenting goals.



Making Sure the Pieces Fit

A Checklist of Child Development

As children learn and grow, we see progress reflected in the things they do each day. Over time, they become better able to do things by themselves, to understand what we say and to tell us how they feel. Learning and growing happen naturally, but can be affected—for good or for bad—by many things.

Each child's development is different, but there are common early warning signs that problems may exist. The items listed below are meant to help call your attention to the possibility of a handicap. The listings are not complete and do not provide a professional evaluation. They are merely guidelines.

REMEMBER, each child learns and grows differently. If your child's development is puzzling you or you suspect that a problem exists, today may be the right time to seek another opinion. If there is a need for special help, the sooner it is provided the better it will be for your child.

SEEING

_______ Often rubs eyes or complains that they hurt
_______ Has red, watery, or puffy eyelids
_______ Crosses one or both eyes
_______ Holds head in tilted or awkward positions
_______ Seems unable to locate and pick up small objects

HEARING

_______ Does not turn toward sounds or voices by age 6 months
_______ Has frequent earaches
_______ Talks very loudly or very softly
_______ Does not seem to hear you when you call from another room
_______ Always turns the same ear toward voices or sounds

TALKING

_______ Cannot say words like "mama" or "dada" by age 1
_______ Cannot name familiar toys and people by age 2
_______ Cannot repeat simple rhyme or jingles by age 3
_______ Does not talk in short sentences by age 4
_______ Cannot be understood by people not familiar with the child's speech by age 5

PLAYING

_______ Cannot play games like "pat-a-cake" and "peek-a-boo" by age 1
_______ Does not imitate grown-ups doing simple chores by age 2 or 3
_______ Does not play games with other children by age 4
_______ Does not share and take turns with others by age 5

THINKING

_______ Does not respond to his or her own name by age 1
_______ Cannot identify body parts like eyes, nose, mouth, or tummy by age 2
_______ Does not follow simple directions by age 3
_______ Does not know a few colors and numbers by age 4

MOVING

_______ Cannot sit alone or roll over by age 1
_______ Cannot stand and walk by age 2
_______ Cannot balance on one foot or kick a large ball by age 4
_______ Cannot throw and catch a ball by age 5

Source: Ohio Department of Education.

Legal Situations

Directions: Read the situations below and identify the legal issue in each instance.

1. A father who has not established paternity wants to see his child.

2. The parents of a teen father who has not established paternity want to see the baby.

3. A young mother has not established paternity. Six months later, she wants to obtain child support.

4. A young mother wants to apply for a social security number for her baby. She cannot find the birth certificate.

5. A 17-year-old mother returned to school after her baby was born. Her school counselor told her that the local school policy did not allow teen parents to attend school, and withdrew her from school.

6. A young working father, who has sole custody of his son, takes his son to a child care center while he works. A young woman shows up at the center and claims to be the mother. She wants to take the child home.

Legal Terms Parents Should Know

Term	Definition
Parentage	The state or relationship of being a parent
Power of attorney	A legal instrument authorizing one to act as another's attorney or agent
Guardian	One who is legally responsible for the care and management of the person or property of an incompetent or a minor
Visitation	The right of a parent to visit a child as specified in a divorce or separation order
Paternity	Of or relating to a lawsuit brought by a woman attempting to establish that a particular man is the father of her child and so must provide the child with financial support; paternity case; paternity suit
Support	To provide for or maintain, by supplying with money or necessities
Minor	Being under legal age; not yet a legal adult
Court of domestic relations	A court having the judicial authority to investigate and decide on cases involving marital and especially parental rights and obligations, including child custody, support, and well-being
Custody	Immediate charge and control exercised by a person or an authority

Unit 5:

Enhancing Child Development

Unit 5: Enhancing Child Development

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on strategies for meeting children's needs and enhancing physical, social, emotional, and intellectual development.

Teacher Background Information

The teacher background information reviews current and classic literature on child development. References appear at the end of the section. **Page 376**

Learning Activities

The learning activities address eight competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 5.1:	Set goals to meet childhood dependency needs	**Page 382**
Competency 5.2:	Recognize parental roles in overall child development	**Page 388**
Competency 5.3:	Enhance children's physical growth and development	**Page 394**
Competency 5.4	Enhance children's social development	**Page 400**
Competency 5.5	Enhance children's emotional development	**Page 406**
Competency 5.6:	Enhance children's intellectual development*	**Page 410**
Competency 5.7:	Respond to specific parenting challenges*	**Page 416**
Competency 5.8:	Employ communication skills in guiding young children	**Page 422**

*Expanded Competencies

Action Projects

Action Projects are designed to helps students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and referenced according to their related competency. **Page 428**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 431**

Teacher Background Information

Teacher
Background
Information

Rationale

Adolescent parents have primary responsibility for establishing the foundation for their child's physical, social, intellectual, and emotional development, particularly during the first two years of life when a significant amount of development occurs. Since positive parenting behaviors during these early years can stimulate optimal development, there are several reasons why developmental information should be part of the preparation of adolescents for parenting.

First, adolescent parents both overestimate and underestimate the developmental capability of children, leading to parent concern, frustration, punitiveness, and lack of stimulation (Stern & Alvarez, 1992). Though adolescents are likely to receive much prescriptive advice about parenting, some of this advice will be from less reliable sources. Developmental information can provide a measuring stick against which to test various prescriptions. Secondly, adolescents often lack receptivity to their children's signals (Hamner & Turner, 1996). Knowledge of development can strengthen and sensitize a parent's understanding of cues, taking some of the hassle out of parenting and making it less of a guessing game. Finally, knowledge of development can lead to increased confidence and more efficient decision making, resulting in more time and energy for the other demands of life, such as schooling and employment.

Background

Children develop optimally when they are embedded in a family system that meets their childhood dependency needs. Children are dependent on their families to meet their needs of nurturance, protection, and guidance (Kellogg & Harrison, 1990). These dependency needs are in addition to the more tangible needs, such as food, clothing, and shelter. The dependency needs are ongoing, and parents need to adjust their ways of meeting the dependency needs as their children progress in their development. For example, parents need to nurture, protect, and guide a newborn baby differently than they nurture, protect, and guide this same child at age three, or at age 15. Adolescents continue to have dependency needs to be met. Adolescents who become parents can be faced with a dilemma of needing to meet their child's dependency needs while also needing to have their own dependency needs met.

Brain Development. All development is brain development. Physical, social, emotional, and intellectual development are all centered in the brain. Healthy brain growth and development are essential to overall optimal development. The core basic functions of the brain are to sense, process, store, perceive, and act on information from the external and internal world to promote survival.

Brain development proceeds throughout life, but the vast majority of the critical structural organization takes place in childhood. According to Perry (1996), the brain develops 1) sequentially, from the brainstem, to the midbrain, to the limbic region, to the cortex, 2) optimally and most efficiently during critical periods of sensitivity, and 3) in a "use dependent" way. As the more complex areas of the brain organize, they are able to moderate and "control" the "reactive" lower portions of the brain, which helps explain why a six-year-old child is generally more capable of controlling the urge to scream, kick, or bite another person than a three-year-old child. Each area of the brain develops, organizes, and becomes fully functioning at different stages during childhood. The brainstem controls the autonomic system, such as body temperature, heart rate, and blood pressure. The brainstem is mostly organized by one month of age. The midbrain, which controls sleep, appetite/satiety, and "arousal," is mostly organized by 1 year of age. The limbic region, which controls emotional reactivity, sexual behavior, and affiliation, is mostly organized by age 3. The cortical region of the brain controls "attachment," concrete thought, and abstract thought. It is well established by age 3 but can be greatly impacted for many years. As shown in Figure 1, the earlier a region of the brain has passed its critical and sensitive periods, the more difficult it is later to change that region of the brain (Perry, 1996).

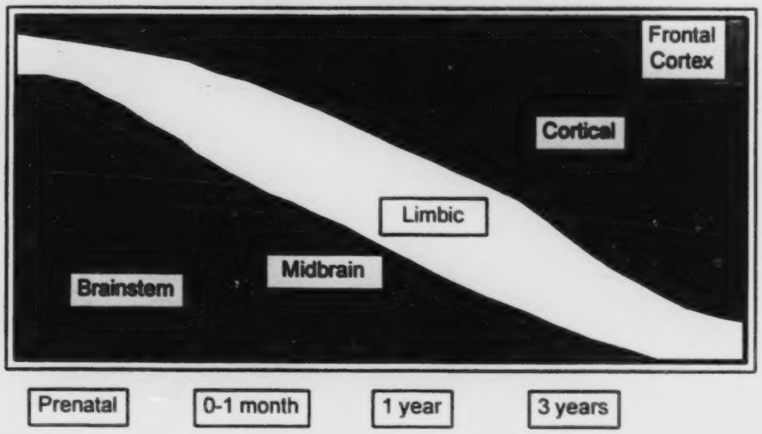


Figure 1: Critical and Sensitive Periods of Brain Development

One myth that abounds about children and their development is "Children are resilient." Resiliency means that the brain is elastic, and that it returns to its original state. However, the truth is that "children are malleable." Malleable means that the brain develops according to how it is used. When children are nurtured, protected, and guided in healthy ways, their brains have the potential to develop optimally. When children are inadequately nurtured, protected, and guided, their brains have less-than-optimal development. Some children are even traumatized. The brains of traumatized children develop as if the entire world is chaotic, unpredictable, violent, frightening, and devoid of nurturance (Perry, 1996). These children can have great difficulties, including attachment disorders, learning disabilities, attention disorders, dissociative disorders, lack of impulse control, lack of "conscience," being very sullen and withdrawn, or acting in violent ways.

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Teen parents may have experienced less-than-optimal brain development themselves. However, they can learn ways to maximize the brain development of their children:

- learning the stages of brain growth and development of their children
- learning ways to maximize the development of the four areas of the brain during the critical and sensitive periods
- interpreting and responding appropriately to their children's emotional signals, behaviors, and communications
- meeting their children's ongoing childhood dependency needs of nurturance, protection, and guidance

Development simply means how a person grows and changes over time—physically, emotionally, socially, and intellectually. The stages of growth have been characterized by identifying significant milestones, particularly within the early years of life. Stages developed by Kopp (1994) are identified in the learning activities in this unit. However, it should be emphasized that every child is unique and development can never be fully explained. Therefore, descriptions should be considered as flexible guidelines (Kopp, 1994).

Psychosocial Development. Clarke & Dawson (1989) have characterized the stages of psychosocial development around themes, with targeted messages appropriate for each stage. An awareness of these stages can provide ideas for appropriate interaction with their child at each stage.

0-6 Months. The theme of this stage is "to be." The job of the infant is to believe the world is an okay place in which to live and thrive, a place where he can trust that his needs will be met. To do this, he must be willing to accept care and to call out for what he needs. This is consistent with Erikson's (1963) first stage of development, centering on the acquisition of trust. To invite the baby to do this job and make helpful decisions about himself and the world around him, the parent must provide sensitive, consistent responses to the baby's physical and emotional needs. The overriding communication between parent and infant needs to be "I love you and I care for you willingly" (Clarke & Dawson, 1989, p. 116).

6-18 Months. The theme of this stage is "doing." The baby's job is to explore. To do this job she must venture away from the parent somewhat, begin to test boundaries, take in information, learn to trust the information that comes in through her senses, and decide that learning is a fun thing to do. This lays the groundwork for enthusiastic, confident, curious cognitive development. To invite the child to do this job and make helpful decisions about herself and the world around her, the parent must structure her world so she has plenty of opportunity to explore safely, and the parent must encourage her to trust what she experiences. The overriding communication between parent and child needs to be, "I love to see you explore and learn, but my love is not dependent upon your achievements."

18 Months-3 Years. The theme of this stage is "thinking." The toddler begins testing out his separateness, which includes both thinking and feeling. His job is to begin to think for himself, test what happens when he asserts himself, and learn to express feelings appropriately. The parent must reinforce that it is okay for the child to assert his wishes while insisting that he comply with some reasonable limitations. The parent must communicate that all of the child's feelings are okay, but he will not be allowed to hurt himself or other people. The overriding communication between parent and child needs to be, "You can have ideas and feelings that are different from mine, and I will still love and protect you." Protection in this sense means not being afraid of the child's anger while setting reasonable, consistent rules.

3-6 Years. The theme of this stage is "identity and power." The job of the preschooler is to begin to figure out who she is in relationship to others, to understand where her personal power begins and ends, and to learn acceptable ways to interact with others. To do this job she must imagine, ask questions to learn about the world, experiment with social behaviors, and pay the consequences of those behaviors. To invite the child to do this job and make helpful decisions about herself and the world around her, the parent must answer the child's questions about the world honestly (including those about the human body), teach effective ways to use personal power to get needs met, and allow the child to experience consequences for her social actions. The overriding communication between parent and child needs to be, "I love who you are" (Clarke & Dawson, 1989, p. 122).

Developmental Delay. Early detection of developmental delays requires a partnership between parents and professionals. "When to seek help" recommendations can be useful to adolescents in assuming their role in this partnership, and these recommendations are outlined in the learning activities in this unit. Parents' reports of developmental problems are remarkably reliable (Glascoe, Altemeier, & MacLean, 1989). Although adolescents are less likely to do this reporting than mature parents, when they do report they make significant contributions toward early detection.

The American Academy of Pediatrics recommends monthly screening for all infants for the first six months, which can be done through regular health check-ups. By identifying delays early, a program of enhanced stimulation of all six sensory modalities can be implemented, which has been shown to accelerate lagging development (Drew, Logan, & Hardman, 1992).

Relationship. Social competency and relationship is more predictive of behavior development in an infant than any of the standard tests or assessments. It also predicts later social and intellectual competency (Hans et al., 1991). Attachment is a key feature of this relationship. A secure attachment is an affective, enduring relationship that creates a strong emotional bond with a person. It is built on the child's expectations that the parent will be responsive to his or her needs, and it is encouraged by warm, responsive, synchronized (but not intrusive) interaction with the child. It stems from a biologically-based, adaptive need for connectedness that extends beyond the need for food and physical needs into the need for generalized comfort (Brooks, 1994). An insecure attachment is one in which the child lacks confidence in the parent's responsiveness.

Attachment is built through the quality (more so than time) of relationship with a caregiver, especially one in which the caregiver understands and responds to the baby's signals for care with warmth and sensitivity. Babies are capable of forming attachments to more than one person (Brooks, 1994). Attachment exists when an infant seeks closeness to an adult and uses that adult to reduce stress (Hans et al., 1991). Research suggests that children of adolescents develop less secure attachments leading to less competence in peer interaction, exploration, play behavior, and problem solving. These lacking competencies persist into school age. Rellinger (1994) found that attachment predicted adaptive skills at age three and concluded that these adaptive skills were precursors to later academic success.

Temperament (activity level, irritability, and fearfulness) can affect attachment (Thomas & Chess, 1977). Some babies are genetically less predisposed to connect with other people. Also, when parents perceive a baby as difficult, they are likely to act more negatively toward the baby, which can in turn invite more difficult behavior from the baby creating a circular negative relationship. Research suggests that adolescents tend to rate their babies as having difficult temperaments, which can trigger a cycle of negative interactions creating a higher risk for later behavior problems (Miller & Moore, 1991).

Communication. As a child grows, becomes more verbal, and requires limit setting, communication patterns develop that impact the overall parent/child relationship. Clarke (1978) organizes parent communication into four types: nurture, structure, critical, and marshmallow. Nurturing ways of responding to children involve letting a child know that he is lovable. Messages like, "I love you," "let's play," smiles, and hugs are all nurturing messages. A child does not earn nurture messages. He deserves them unconditionally, just for being a human being.

Structuring ways of communicating are about capability. They affirm a child's accomplishments and teach skills and morals. Messages like "great job" or "I knew you could do it" are earned by the child for doing things well. Also, messages that teach how to do things better are structuring messages ("When you hold your glass with one hand you can easily drop it. Instead, hold it with both hands."). "Do better" messages, in order to be helpful, must be said with noncritical word choices, facial expressions, and tones of voice. A good foundation of nurture messages makes these messages able to be heard as constructive instructions rather than criticisms.

Criticism is a way of communicating that tears a person down. When these messages are direct and unequivocally negative, Clarke calls them "don't be" messages. Examples are, "I wish you hadn't been born;" "if it weren't for you I could have a life;" "get away from me;" or being on drugs or alcohol when with the child and therefore not really being there at all. Other times, critical messages are couched in what erroneously seems like a positive message. Clarke calls this a "plastic" message ("You *finally* did what you were told!").

Lastly, marshmallow or indulgent messages are those that sound loving but really indicate that you don't expect the child to be responsible or capable. If a two-year-old who won't stay out of the candy is told, "oh you little sweet tooth, you never do what you are told," this sounds sweet and loving, but what it really says is that the child is not capable of doing what he or she should. These kinds of messages invite the parent and child to become "stuck together" (like when a marshmallow starts to melt). The parent and child become stuck in a rescuer/rescued relationship.

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Learning
Activities

Competency 5.1: Set goals to meet childhood dependency needs

Individual learning activities appear on right-facing pages; group activities appear on left-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. Read aloud in class one or more of the following books: *I'll Love You Forever, The Runaway Bunny,* or *The Giving Tree.* Use classroom resources to define the word *nurture* (Suggested definition: to foster the development of). Compile a list of ways the characters in the story illustrated nurturing. Explain how the stories define what it means to nurture a child. (5.1.1)

Processing Questions
- *How will your child benefit from nurturing?*
- *How do you nurture your child at this time?*
- *How would a community benefit if all parents used a nurturing approach?*
- *Who in your child's life could serve as a nurturer?*

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b. On the chalkboard, write the question, "What should I do about meeting my child's needs?" Use classroom resources to define the word need (Suggested definition: a requirement for a person's survival or proper development.) In small groups, choose one of the following ages of children listed below and develop a list of needs for a child that age. Read **Meeting Children's Needs** (p. 432), and classify the needs you identified according to the different types of dependency needs. Develop a one- or two-week plan showing how a parent could meet each of the four dependency needs listed on the student resource. Show your plan as a picture collage, journal entry, or audio recording. Code each activity according to the dependency need being met during that activity. (5.1.1, 5.1.2, 5.1.3, 5.1.4)

(1) Newborn
(2) 3 to 6 months
(3) 6 to 12 months
(4) 12 to 24 months
(5) 2 to 5 years

Processing Questions
- *What needs do all children have in common?*
- *What needs do children have in common with adults?*
- *Who is responsible for meeting these needs?*
- *What would happen if the needs were not met?*

Unit 5: Enhancing Child Development

Competency Builders:

5.1.1	Identify the importance of meeting children's need to be nurtured
5.1.2	Develop strategies for protecting children from harm
5.1.3	Establish an environment designed to stimulate children's healthy development
5.1.4	Develop age-appropriate strategies for encouraging children to become self-reliant and caring

Individual Learning Activities

a. **Family Involvement:** Using the **Generational Nurturing Interview Form** (p. 431), interview selected persons to gain insight on views and philosophy of nurturing. (5.1.1)

Processing Questions

- *Did you find differences in views and philosophies?*
- *Which were the most compatible with your definition and view?*
- *What are the consequences of these views of nurturing for children? For parents? For the community?*

Teacher Note: You will need multiple copies of the student resource page for each student.

b. Read **Meeting Children's Needs** (p. 432). Create a chart for yourself listing the different dependency needs and ways you could meet those needs with your own child. Keep a record of those things you actually do with and for your child, coding each according to the four dependency needs listed on the student resource. (5.1.1, 5.1.2, 5.1.3, 5.1.4)

Competency 5.1: Set goals to meet childhood dependency needs *(continued)*

Group Learning Activities

FHA/ HERO

c. Develop a checklist of things to do to meet your child's dependency needs. Create an award certificate for parents who meet those needs and nurture their child, such as **Nurturing Parent Certificate** (p. 433). Award the certificate in a special ceremony to those classmates or others who have demonstrated the behaviors on the checklist you developed. (5.1.1, 5.1.2, 5.1.3, 5.1.4)

Processing Questions

- *What were the criteria you used?*
- *Why did you choose these specific items?*
- *How does your certificate differ from other certificates?*

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d. Read **Brain Functions** (p. 434) and **Brain Development** (p. 435). Observe your own child. Record what your child does when he or she is angry, sad, or happy. Notice whether the actions accompanying these emotions are very quick or whether your child takes some time to think before acting. Also notice about how long he or she takes to react (30 seconds? 1 minute?). Report your findings in a small group of your classmates. As a class, discuss the questions below with your teacher.

(1) How do loving messages, loving touch, and a calm and healthy family affect children?
(2) How does fighting and violence in the family affect children? How do they feel? If the fighting or violence are severe, or if they happen regularly, how can this affect their brain organization and development? At one month of age? At six months? At 1 year? At 3 years?
(3) How does being ignored (neglected) in the family affect children?

Teacher Note: Students could journal about these answers after discussion, reflecting and assessing the general emotional environment at home, and its possible effects on the child. With individual consultation, help students make plans to change emotional environment as needed.

Individual Learning Activities

c. Write a letter to your child explaining your goals for meeting their dependency needs. Identify your beliefs about nurturing in the letter and describe specific methods you will use to nurture them. Share your letter with your teacher or a classmate. Make a permanent copy of the letter using a computer program and laminate it to give to your child as a gift. The letter could also be used to create a book for your child. (5.1.1, 5.1.2, 5.1.3, 5.1.4)

Processing Questions

- *What will be the consequences of following these methods of nurturing?*
- *What would happen if all parents nurtured their children the way you have planned?*
- *What parenting skills do you have that will help you achieve these goals? What parenting skills do you need to further develop?*

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d. Read **Brain Functions** (p. 434). Draw a picture of your child's brain. Label the four parts of the brain (brainstem, midbrain, limbic, and cortex). Color the simplest part of the brain yellow. Color the most complex part of the brain purple. Put a number "1" beside the part that develops and matures earliest, a number "2" beside the part that develops and matures next, and so on. Put this picture in your notebook. In your own words, tell what each part of your child's brain does for him or her.

Competency 5.1: Set goals to meet childhood dependency needs *(continued)*

Group Learning Activities

e. Complete **Effects of Neglect and Trauma on the Brain Development of Children** (p. 436). Color the underdeveloped parts of the brain blue. Color the overdeveloped parts of the brain orange. Color the normally developed parts of the brain green.

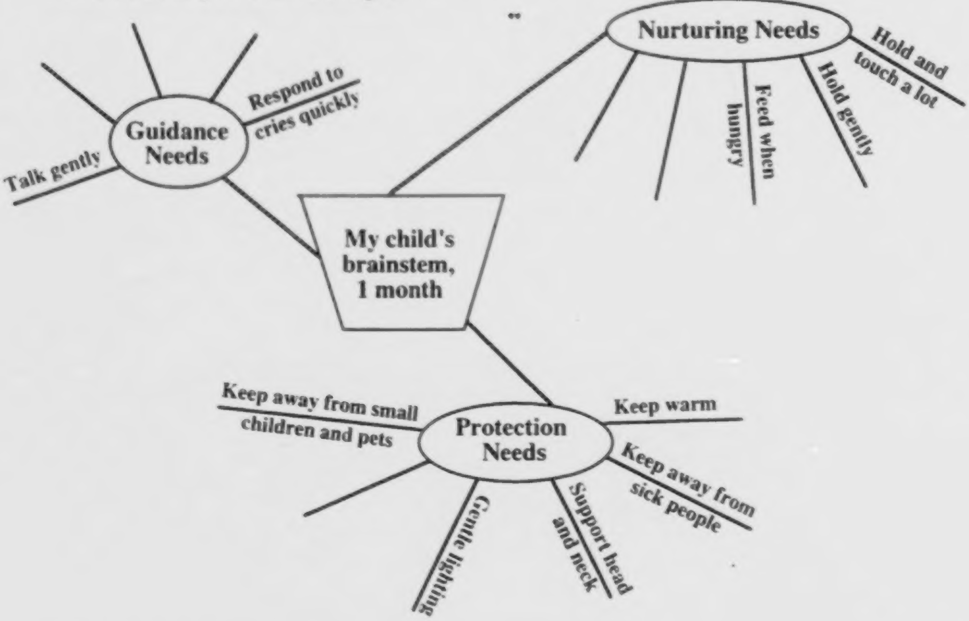
Processing Questions

- *How is developmental **neglect** harmful to children? How can it affect their relationships with other people? How can it affect them at school?*
- *How is developmental **trauma** harmful to children? How can it affect their relationships with other people? How can it affect them at school?*
- *How is developmental **neglect and trauma** harmful to children? How can it affect their relationships with other people? How can it affect them at school?*

f. Write, tape-record, or draw a picture story about a young child who is affected by developmental neglect and/or trauma. Describe what happens to this child. In pairs, share the story with a classmate and with your teacher. Then imagine that the adults in this young child's life **stopped** the neglect and/or trauma. Describe what happens to this child. Then imagine that the adults in this young child's life **always** nurtured, protected, and guided him/her and that the child never had any developmental neglect or trauma. Describe what happens to this child. In pairs, share your ideas with a classmate and with your teacher.

Individual Learning Activities

e. Analyze your own child's brain development according to the information on **Brain Functions** (p. 434). Working with your teacher, discuss ways to enhance your child's healthy brain development. Label 4 different sheets of paper with the 4 different parts of the brain. Write at what age that part of the brain is generally "organized." Use a graphic organizer (words or pictures) to show how you can meet your child's developmental needs to optimize the healthy development of each part of the brain. Make as colorful as you like. Example:


Nurturing Needs
Hold and touch a lot
Hold gently
Feed when hungry
Guidance Needs
Respond to cries quickly
Talk gently
My child's brainstem, 1 month
Protection Needs
Keep away from small children and pets
Keep warm
Keep away from sick people
Support head and neck
Gentle lighting

Teacher Note: Refer to the dependency needs identified on **Meeting Children's Needs** (p. 432) as you help students reflect on their interaction with their child.

Action Project

f. Select ideas for interacting with your child that would stimulate development. Do the selected activities. Keep a written, videotaped, or pictorial record of your interaction. Talk about the results of your activities with your teacher.

Processing Questions

- *How were you nurturing to your child?*
- *How were you providing guidance for your child?*
- *How did you enrich the environment?*
- *How did you protect your child?*

Learning Activities

Competency 5.2: Recognize parental roles in overall child development

Group Learning Activities

a. Share with the class one book, song, movie/video, nursery rhyme, or toy you remember as a child and explain how you think it encouraged your development. Use classroom resources to define the terms *development, developmental tasks, age appropriate,* and *assessment*. Read **What is Development?** (p. 437). In small groups, choose one of the areas of development listed below and provide examples of ways children develop in those areas. Share your examples with the class. (5.2.1, 5.2.2)

(1) Physical
(2) Social
(3) Emotional
(4) Intellectual

Processing Questions

- *What does a parent need to know about development?*
- *What would happen if a parent did not understand anything about development?*
- *How can a parent influence a child's development?*
- *How do you go about finding out what is age appropriate?*

b. Create a bulletin board, flip chart, or poster that shows the developmental accomplishments of the children/babies of you and your classmates. Reproduce and place each child's name on the **Train Pattern** (p. 440), placing his or her picture in the window of the engine. List the child's name and birth date on the engine front. Make a puff of smoke to place above the engine for each developmental milestone your child has accomplished (i.e. coos, crawls, eats by him/herself). Be sure to consider all different areas of development. Add other puffs of smoke throughout the year as baby continues to develop. (5.2.1)

> **Teacher Note:** Provide a variety of engines reproduced on heavy colored paper. Post above a bulletin board or chalk rail. Provide markers, tape, and a supply of clouds for students to use throughout the year. This is a good way to assess children's progress, parents' observations, and affective bonding.

Unit 5: Enhancing Child Development

Competency Builders:

5.2.1 Acquire information related to each development stage of the child
5.2.2 Develop strategies for enhancing the development of infants and young children
5.2.3 Identify common developmental assessment tools and their uses
5.2.4 Establish an environment designed to promote children's learning of self-care skills
5.2.5 Set parental goals designed to enhance children's learning and their preparation for school
5.2.6 Identify the role of multigenerational involvement in enhancing children's overall development
5.2.7 Identify community resources available to help parents meet children's educational and schooling needs

Individual Learning Activities

a. Read poems and/or songs that illustrate the importance of the parent's role in enhancing a child's development (i.e., *I Believe The Children Of The World, Wind Beneath My Wings, You Light Up My Life, Children Learn What They Live*). Read **What is Development?** (p. 437). Use classroom resources to define the types of development listed below and to identify the stage of development for your child, such as those identified on **Guideposts for Development** (p. 438-439). Make a poster illustrating your child's developmental abilities in each of these areas. (5.2.1, 5.2.2)

(1) Physical
(2) Social
(3) Emotional
(4) Intellectual

Action Project

b. Read **Games for Growth** (p. 441-442). Working with your teacher, select and practice several of these games to play with your baby and discuss how each could influence your child's development. Make written or audiotaped journal entries or a scrapbook of pictures over a two-week period about opportunities you have had to influence your child's development in positive ways. If you choose, continue the journal or scrapbook throughout the school year, writing questions or concerns you have about development, and keeping a record of the things you do with your child to enhance development. Turn in the journal or scrapbook on a regular basis to share your entries with your teacher. (5.2.2)

Teacher Note: This journal would provide an opportunity to praise adolescent parents for their positive support for their child's development or to identify a need for further information or assistance.

Competency 5.2: Recognize parental roles in overall child development *(continued)*

Group Learning Activities

c. Make arrangements for class members to bring several of their babies to class on a weekly or biweekly basis to demonstrate activities that stimulate development and observe the children's stages of development. Consider giving each day a special focus, such as those listed below. Photograph each session. Use photos in other learning activities.

(1) Reading: Bring in a collection of books from home and the local library. Practice reading books to children and watching their responses. Select books according to the stage of development (for example, picture books for infants; short stories for toddlers; alphabet books for preschoolers).

(2) Music: Bring in tapes of children's songs from home or from the local library. Listen to the tapes. Sing several songs with the children that involve motions or actions, such as those identified on **Rhythm and Play** (p. 443). Watch the children's reactions. Discuss your own feelings during the activities.

(3) Toys: Bring in household items that could be used for toys (plastic bowls of different sizes and colors, pairs of socks rolled into balls, plastic spoons and mixing bowls, etc.). Watch the children play with them. Evaluate the toys for safety and developmental appropriateness.

(4) Snacks: In the classroom, prepare developmentally appropriate snacks that stimulate hand-eye coordination as children learn to eat them, such as cereal (different colors if possible), raisins, etc. Watch the children eat the snacks.

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d. Make a list of resources you could use or community agencies you could visit to get information about whether or not your child is developing in a healthy pattern. Invite a representative from a community agency to class to share their developmental assessment tools. (5.2.3, 5.2.7)

Processing Questions

- *What resources does your list include?*
- *What agencies are available to you? How could you use their services?*
- *Who do you go to for information?*
- *Is the information accurate?*
- *Is this a reliable and useful source of information for you as a parent?*
- *How would this information benefit your child, you as a parent, and the community in general?*
- *Why is it important to evaluate your child's development?*
- *Who is the best evaluator of your child's development?*

Individual Learning Activities

c. Make an appointment or schedule a telephone interview to talk with developmental specialists or representatives from community agencies (pediatrician, early intervention specialist, home health care nurse, or early childhood teacher) about the developmental assessment tools they commonly use. Create a list of developmental tools and their functions. (5.2.3)

d. **Family Involvement:** Work with your parent(s) to plan a celebration of your child's development. Take pictures or videotape your child at his or her present level of development and share with your parent(s) the milestones they have accomplished. Review these pictures or videotapes and place them in a special location to look at one year from now. (5.2.6)

Competency 5.2: Recognize parental roles in overall child development *(continued)*

Group Learning Activities

e. In small groups, complete **Michelle: A Case Study** (p. 444). Share your action plans with the class and justify your response. (5.2.3)

Processing Questions

- *What would it be like if all parents responded as Michelle?*
- *What would our kindergarten classes be like if all parents responded in this way?*
- *Why is Michelle afraid to face this issue? What beliefs and values are keeping her from facing this issue?*

FHA/ HERO

f. Using a drawing of an outline of a school building, fill in everything you can think of to enhance your child's learning and get your child ready for school. Compare your drawing with other students and come up with a class list of activities a parent can do with their child to help them get ready for school. Invite a representative from the school district to talk about school readiness expectations and discuss assessment procedures. Add any new information to your previously developed list of activities. Design and develop a video or public service announcement that informs parents how to prepare their children for school. (5.2.5, 5.2.7)

g. Create a classroom collage of people who might be important to involve in a child's life (parents, grandparents, relatives, friends, teachers, day care providers, etc.). Use words, pictures and/or symbols to indicate how each person could have a positive effect on a child's development. (5.2.6)

Processing Questions

- *How did you select the people you included in your collage?*
- *Is any person missing? Why?*
- *If any person is missing, is this in the best interest of your child?*
- *What are the short-term and long-term consequences on your child?*
- *Who else makes decisions about who influences your child life?*
- *Are there any changes you would like to make in your collage?*

Individual Learning Activities

Action Project

e. Interview a kindergarten teacher about what you can do as a parent to enhance your child's learning and prepare your child for school. Ask about community resources that are available to help you meet your child's educational needs. Summarize your interview findings by designing a pamphlet or informational folder for yourself and other adolescent parents. (5.2.5, 5.2.7)

Action Project

f. Read **Learning Through Play** (p. 445). Select several of the activities on the student resource that you could do with your child and practice them on a regular basis. Talk with your teacher about how the activities you are doing might prepare your child for school and lifelong learning. (5.2.5)

g. Design a "web" of people who are important in your child's life. Put your child's name in the center of the web and write the names of individuals on the lines you draw out from the center. Describe how each person could have a positive effect on your child's development. (5.2.6)

Learning Activities

Competency 5.3: Enhance children's physical growth and development

Group Learning Activities

FHA/ HERO

a. In cooperative learning groups, research games and activities to play with children to enhance their physical development. Use **Games for Growth** (p. 441-442) for ideas, selecting those games that would help children grow physically. Plan a special day when class members bring their children to class. Take turns having each group present its game or activity, then play the games or activities with the children. (5.3.3)

b. Create a display of children's toys. Make a list of criteria you would use to select toys. Compare your criteria with those identified on **Rating Toys for Children** (p. 446) and use the score sheet to determine which toys would be appropriate. Compare your criteria with articles rating toys from newspapers or magazines. (5.3.4)

> **Teacher Note:** Check with local toy stores, day care centers, students, or fellow teachers to make a collection of toys. Include some packaging to examine the labels and age recommendations. Note that when toys are handed down from family and friends, purchased at garage sales, or made by hand by friends or relatives, these package recommendations are not available.

Processing Questions
- *How would your child use these toys?*
- *What would your child gain from these toys?*
- *If you had to select one toy from this group for your child, which toy would it be? What criteria did you consider when making this choice?*

Unit 5: Enhancing Child Development

Competency Builders:

5.3.1 Identify physical changes that are age-appropriate
5.3.2 Assess children's physical development
5.3.3 Select activities designed to enhance physical development
5.3.4 Select toys and equipment designed to enhance physical development

Individual Learning Activities

a. **Family Involvement:** Review **Games for Growth** (p. 441-442) and determine which games might help children grow physically. Research other games and activities to play with your child to enhance physical development, such as those listed below. Demonstrate the games or activities to your parent(s). Together, practice the activities with your child for one week and record your child's response in a journal. (5.3.3)

(1) "Big muscle" Activities: Rolling a ball, stacking blocks, pushing toys with wheels, reaching for rattles and other toys, playing on playground equipment such as slides, swings, and climbing toys.
(2) "Small muscle" Activities: Grasping toys, picking up pieces of cereal to eat for snack, coloring, finger painting, and drawing.

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b. Use pictures and actual objects to create a display of toys and equipment that could enhance your child's present level of development. Consider household items that you could use as toys, toys your child may already own, and toys that might be available through lending labs or resource areas you could visit (playgrounds, community centers, child care centers). For each toy or piece of equipment you identify, explain how you think it might help your child's development. (5.3.4)

Teacher Note: Use pictures from catalogs, sale fliers, and newspaper ads from local stores.

Competency 5.3: Enhance children's physical growth and development *(continued)*

Group Learning Experiences

c. Using a page from a coloring book, write your name at the top of the page. Then write your name at the bottom of the page using the opposite hand you normally use to write with. Use crayons to color the picture with the same hand. Explain how this activity reflects what it feels like to be working on a new and difficult physical task. Share examples in your own development or the development of your child when you have observed someone working hard toward achieving a developmental task. Describe how parents can help or hinder this process. (5.3.1, 5.3.3)

Processing Questions

- *How did it feel physically to use your opposite hand? How did it feel emotionally?*
- *How does this relate to a child learning to use a writing instrument?*
- *What parent behaviors would be helpful to learning developmental tasks? Unhelpful? Why?*

d. In small groups, choose one of the ages of children listed below and create a chart of the physical developmental milestones for that age, as well as ways to enhance physical development. Use any available classroom resources such as textbooks, videotapes, pamphlets, or brochures as sources of information. Hang your chart and the charts of other groups around the classroom to complete a time line of developmental milestones. (5.3.1, 5.3.2, 5.3.3)

(1) Newborn
(2) Three to six months
(3) Six to twelve months
(4) Twelve to twenty-four months
(5) Two to five years

Processing Questions

- *As you look at the completed time line, what conclusions can you draw about what is happening as children develop?*
- *What does the information on the time line mean for you as a parent?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*

Teacher Note: This is an ongoing activity for this unit. Students will eventually complete a time line that includes all aspects of development.

Individual Learning Experiences

c. Use classroom resources to complete the physical development section of **Plan for Enhancing My Child's Development** (p. 447). Share your responses with the teacher and explain what you are presently doing to enhance physical development and what you would like to do in the future. (5.3.1, 5.3.2, 5.3.3)

Processing Questions

- *Why is it important for parents to be aware of developmental milestones?*
- *How will you be able to use this information as a parent?*
- *What would happen if you engaged in mostly helpful behaviors with your child?*

Teacher Note: This is an ongoing activity for this unit. The student will eventually complete one of these charts for each aspect of development. The student may use any classroom resources, such as textbooks, videotapes, brochures, or pamphlets to determine appropriate developmental characteristics for their child.

d. Graph your child's physical growth from birth weight and length to present weight and height. Compare your child's growth with weight and height charts available from your doctor or pediatrician. Calculate the differences in terms of percent (for example, my child's height is 95 percent of the expected height for his age). Write or record a journal entry about the physical development you have seen in your child since birth. Use the questions below to guide your reflection. (5.3.1, 5.3.2)

(1) What are the major accomplishments of your child's physical development?
(2) What difference did a month make in your child's physical development during the first year of life?
(3) What difference does a month make in your physical growth and development?

Competency 5.3: Enhance children's physical growth and development *(continued)*

Group Learning Activities

FHA/ HERO

e. Take a field trip to a local playground or community center play area and evaluate the equipment as to how it might enhance a child's physical development. If the equipment is sturdy enough for "big" people, use your creativity to play on the equipment in a variety of ways. Discuss the ages of children appropriate to use the various equipment available. If possible, go back to this facility with your children. Help them play on equipment that is appropriate for them, in safe and creative ways. Record your experience in your journal. Come back to class and share your experience. (5.3.4)

Individual Learning Activities

e. Use classroom resources to compile a list of changes you expect your child to accomplish in the next twelve months. Using **Teen Parent Interview Form** (p. 448), interview a teen parent whose child has progressed through these physical changes.

Processing Questions

- *What changes concern you the most? Why?*
- *Which changes do you believe will be the easiest for your child to accomplish? Why?*
- *Which changes do you believe will be the most difficult for your child to accomplish? Why?*
- *What parenting skills were identified in the interview that encourage physical growth? What discouraged?*
- *What family attitudes influenced or hindered physical growth?*

Learning Activities

Competency 5.4: Enhance children's social development

Group Learning Activities

a. Make a list of social behaviors parents might teach children, such as those listed below. In small groups, choose one of the behaviors and create a skit illustrating a situation in which the parents were trying to reinforce that behavior with children. Perform your skit for the class and explain the consequences of the parents' actions for the child, the family, and society. (5.4.1, 5.4.3)

(1) Sharing
(2) Saying "please" and "thank you"
(3) Resolving conflict
(4) Empathizing with another's feelings
(5) Showing respect for those different from self
(6) Talking together at meal time

Processing Questions

- *Why is it important for parents to help children grow socially?*
- *What factors will influence how parents guide children in their social development?*
- *What do parents need to believe about children in order to help them grow socially?*
- *What are the consequences to your child, yourself and the community if your child does not have social skills?*
- *Ethically, who do you think should teach your child social skills?*

Unit 5: Enhancing Child Development

Competency Builders:

5.4.1 Identify children's need for social interaction
5.4.2 Assess children's social development
5.4.3 Identify types of social interaction
5.4.4 Identify personality characteristics
5.4.5 Select activities designed to enhance social development

Individual Learning Activities

a. Write or record a journal entry about a time when someone was trying to teach you how to behave socially (i.e., good manners, sharing, or how to avoid hurting another person's feelings). Identify some of the things you want to teach your child about getting along with other people. Use the questions below to guide your reflection. (5.4.1)

(1) Why is it important for parents to help children learn to get along with others?
(2) Are social skills important to children? Why or why not?
(3) What would happen if children did not learn how to get along with others?

Competency 5.4: Enhance children's social development *(continued)*

Group Learning Experiences

b. Plan a day in which you and your classmates bring your babies to class to observe social development. Based on the ages of the children present, observe one or more of the following. Discuss the evidence you see of social development and the differences in ages and stages.

(1) For infants, listen to different kinds of crying. Try to distinguish between different types of crying and what the cries mean.
(2) Watch the reaction of different ages of children toward people who are unfamiliar with them. Note any shyness or openness toward interacting with new people. Note any reluctance to be physically separate from parents.
(3) Watch the children's reaction to other children. Do they approach each other? Play together or separately?

Processing Questions
- *What behaviors seem to be characteristic of different ages?*
- *Did any of the behaviors surprise you? Why or why not?*
- *What did you and your classmates do to make the children feel welcome and comfortable? Did your actions work? Why or why not?*

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c. In small groups, choose one of the ages of children listed below and create a chart of the social developmental milestones for that age, as well as ways to enhance social development. Use any available classroom resources such as textbooks, videotapes, pamphlets, or brochures as sources of information. Hang your chart and the charts of other groups around the classroom to complete a time line of developmental milestones. (5.4.2, 5.4.3, 5.4.5)

(1) Newborn
(2) Three to six months
(3) Six to twelve months
(4) Twelve to twenty-four months
(5) Two to five years

Processing Questions
- *As you look at the completed time line, what conclusions can you draw about what is happening as children develop?*
- *How is social development related to brain growth and development?*
- *What does the information on the time line mean for you as a parent?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*

Individual Learning Experiences

b. Observe your child's reactions to you and other people over a period of several days. Make a chart or tape-record descriptions of specific reactions. Describe facial reactions, body movements, and sounds or crying. Look at the chart or listen to the tape recording and summarize what your child is like socially. Use the questions below to guide your reflection.

(1) Does your child seem attached to certain people? How does your child express this attachment?
(2) How does your child react to you and others when they express affection through words, touch, or tone of voice?
(3) How does your child react to people he or she does not know?
(4) Does your child seem interested in other people?
(5) How does your child communicate with other people?

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c. Use classroom resources to complete the social development section of **Plan for Enhancing My Child's Development** (p. 447). Share your responses with the teacher and explain what you are presently doing to enhance social development and what you would like to do in the future. (5.4.2, 5.4.3, 5.4.5)

Processing Questions

- *Why is it important for parents to be aware of developmental milestones?*
- *How will you be able to use this information as a parent?*
- *What would happen if you engaged in mostly helpful behaviors with your child?*

Group Learning Activities

d. Visit a children's librarian at a local library or bring in children's picture books to class that help children develop social skills. In pairs, practice reading the books aloud to a partner. Identify the age of child for which each book might be appropriate and the way in which the book might help social development. Share your recommendations with the class. (5.4.5)

e. In cooperative learning groups, use classroom resources to define and identify the characteristics of each common personality listed below. Then create a skit that shows a parent interacting with the child who has that particular personality. Explain how a parent might interact with and foster the social development of a child with that personality type. (5.4.4)

(1) Sensitive
(2) Placid
(3) Aggressive

Individual Learning Activities

d. Use classroom resources to compile a list of social changes you expect your child to accomplish in the next twelve months. Using **Teen Parent Interview Form** (p. 448), interview a teen parent whose child has progressed through these social changes. (5.4.5)

Processing Questions

- *What changes concern you the most? Why?*
- *Which changes do you believe will be the easiest for your child to accomplish? Why?*
- *Which changes do you believe will be the most difficult for your child to accomplish? Why?*
- *What parenting skills were identified in the interview that encourage social growth? What discouraged?*
- *What family attitudes influenced or hindered social growth?*

e. Use classroom resources to define and identify the characteristics of various personality types such as those listed below. Identify the personality type that best describes your child. Explain ways that you can best interact with a child of that personality type.

(1) Sensitive
(2) Placid
(3) Aggressive

Competency 5.5: Enhance children's emotional development

Group Learning Activities

a. Complete **Topic Tumbler - Nurturing My Child's Self-Esteem** (p. 449).

> **Teacher Note:** To facilitate this activity, use **Topic Tumbler - Nurturing My Child's Self-Esteem: Suggested Facilitator's Comments** (pp. 450-451).

b. Make a list of emotions and discuss ways that these emotions are expressed by children of various ages. Write the vignettes listed below on cards. Choose a card and portray the expression of emotions that might occur with a child that age. Identify the feelings being portrayed, other ways that children might convey this emotion, and how this response is related to the child's emotional development. Then suggest ways parents might respond to the emotion. (5.5.3)

(1) A frustrated two-year-old
(2) A kindergartner who is afraid
(3) A preschooler who is angry
(4) A one-year-old who is happy
(5) An infant who is irritable
(6) A nine-month-old who is anxious

Processing Questions

- *What can a parent do to meet the children's emotional needs in these situations?*
- *Why should parents be concerned about children's emotions at different developmental stages?*
- *What are the consequences of emotions that go unrecognized or unexpressed?*

Unit 5: Enhancing Child Development

Competency Builders:

5.5.1	Critique attachment and bonding behaviors of parents and children
5.5.2	Identify children's emotional needs
5.5.3	Analyze ways in which children express emotions
5.5.4	Identify independent behaviors in children
5.5.5	Identify caring behaviors in children
5.5.6	Assess children's emotional development
5.5.7	Identify the emerging separateness of infant/child

Individual Learning Activities

a. Collect pictures of children from magazines and photos of your own child to illustrate different ways that children express emotions. Make a list of emotions commonly experienced by children. Use classroom resources to identify emotional needs of children and explain what happens when these emotional needs go unmet. (5.5.2, 5.5.3)

b. Observe your own child for several days and make a record of ways in which he or she expresses common emotions, such as those listed below. During the same time period, keep a record of the way in which you express those same emotions. Compare your child's expression of emotions with your own. Talk with your teacher about the way in which you react to your child's expression of emotions, and ways you can respond that will support emotional development.

(1) Happiness
(2) Sadness
(3) Fear
(4) Anger
(5) Embarrassment (if age-appropriate)
(6) Jealousy (if age-appropriate)

Competency 5.5: Enhance children's emotional development *(continued)*

Group Learning Activities

c. In small groups, choose one of the ages of children listed below and create a chart of the emotional developmental milestones for that age, as well as ways to enhance emotional development. Use any available classroom resources such as textbooks, videotapes, pamphlets, or brochures as sources of information. Hang your chart and the charts of other groups around the classroom to complete a time line of developmental milestones. (5.5.6)

(1) Newborn
(2) Three to six months
(3) Six to twelve months
(4) Twelve to twenty-four months
(5) Two to five years

Processing Questions

- *As you look at the completed time line, what conclusions can you draw about what is happening as children develop?*
- *How is emotional development related to brain growth and development?*
- *What does the information on the timeline mean for you as a parent?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*

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d. Working with a classmate, take turns describing what it means to build a sense of trust with another person. Talk together about ways in which you try to build a sense of trust with your child. Share your ideas with the class. On the chalkboard, summarize ways that parents can build trust and ways that parents can tear down a sense of trust. Discuss the role of trust in helping children develop emotionally.

Individual Learning Activities

c. Use classroom resources to complete the emotional development section of **Plan for Enhancing My Child's Development** (p. 447). Share your responses with the teacher and explain what you are presently doing to enhance emotional development and what you would like to do in the future. (5.5.6)

Processing Questions
- *Why is it important for parents to be aware of developmental milestones?*
- *How will you be able to use this information as a parent?*
- *What would happen if you engaged in mostly helpful behaviors with your child?*

d. Use classroom resources to compile a list of emotional changes you expect your child to accomplish in the next twelve months. Using **Teen Parent Interview Form** (p. 448), interview a teen parent whose child has progressed through these emotional changes. (5.5.6)

Processing Questions
- *What changes concern you the most? Why?*
- *Which changes do you believe will be the easiest for your child to accomplish? Why?*
- *Which changes do you believe will be the most difficult for your child to accomplish? Why?*
- *What parenting skills were identified in the interview that encourage emotional growth? What discouraged?*
- *What family attitudes influenced or hindered emotional growth?*

Learning Activities

Competency 5.6: Enhance children's intellectual development*

Group Learning Activities

a. Read **Dear Mommy and Daddy** (p. 452). Make a list of intellectual needs children have. Identify those things that a parent can do to help children develop intellectually. (5.6.1)

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b. Hold a laboratory experience day in which you experiment with making materials for children's play to stimulate intellectual development, such as those listed below. Use your imagination and creativity to play with these materials in a variety of ways. Describe your reaction to playing with these materials. Bring your children to class or distribute the materials and take them home. Play with your child, using the materials and note their reactions. As a class, share your observations and summarize ways these activities and materials stimulate intellectual development.

(1) Fingerpaint
(2) Play dough
(3) Bubbles
(4) Items for sorting or categorizing (by color or by shape)
(5) Puzzles
(6) Books

Teacher Note: Assist students in finding recipes to make their own materials from ingredients and supplies they might have at home.

Unit 5: Enhancing Child Development

Competency Builders:

5.6.1	Identify children's intellectual needs*
5.6.2	Identify types of intelligences*
5.6.3	Develop strategies for supporting the development of multiple intelligences*
5.6.4	Develop strategies for stimulating language development*
5.6.5	Set goals to support family literacy*

*Expanded Competencies

Individual Learning Activities

a. Complete **How Are You Intelligent?** (p. 453). If age-appropriate, observe your child's behavior and indicate ways in which you think your child is intelligent. (5.6.3)

b. Use classroom resources to complete the intellectual development section of **Plan for Enhancing My Child's Development** (p. 447). Share your responses with the teacher and explain what you are presently doing to enhance intellectual development and what you would like to do in the future. (5.6.1, 5.6.3, 5.6.4)

Processing Questions

- *Why is it important for parents to be aware of developmental milestones?*
- *How will you be able to use this information as a parent?*
- *What would happen if you engaged in mostly helpful behaviors with your child?*

Competency 5.6: Enhance children's intellectual development* ***(continued)***

Group Learning Activities

c. In small groups, choose one of the ages of children listed below and create a chart of the intellectual developmental milestones for that age, as well as ways to enhance intellectual development. Use any available classroom resources such as textbooks, videotapes, pamphlets, or brochures as sources of information. Hang your chart and the charts of others groups around the classroom to complete a time line of developmental milestones. (5.6.1, 5.6.3, 5.6.4,)

(1) Newborn
(2) Three to six months
(3) Six to twelve months
(4) Twelve to twenty-four months
(5) Two to five years

Processing Questions

- *As you look at the completed time line, what conclusions can you draw about what is happening as children develop?*
- *How is intellectual development related to brain growth and development?*
- *What does the information on the time line mean for you as a parent?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*

---

d. Create a display of children's books. Use **Selecting Children's Books** (p. 454) to evaluate one or more of the books. Identify those books from the display that you would like to share with your child and explain why you selected them. (5.6.5)

Processing Questions

- *Why is it important to read to your child?*
- *What factors would influence whether or not a parent would read to his or her child?*
- *Is reading to your child important? Why or why not?*

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e. Invite a children's librarian to class to demonstrate reading to children of different ages, and criteria to use when selecting books for children. Have each student select a favorite child's storybook character. Plan a party in the community room of your local library where you bring your child dressed as your favorite storybook character. Invite family members to attend. Have each student tell about their child's character. Select some of the students to read their selected books to the group. (5.6.5, 5.6.6)

Individual Learning Activities

c. Use classroom resources to compile a list of intellectual changes you expect your child to accomplish in the next twelve months. Using **Teen Parent Interview Form** (p. 448), interview a teen parent whose child has progressed through these intellectual changes. (5.6.3, 5.6.4)

Processing Questions

- *What changes concern you the most? Why?*
- *Which changes do you believe will be the easiest for your child to accomplish? Why?*
- *Which changes do you believe will be the most difficult for your child to accomplish? Why?*
- *What parenting skills were identified in the interview that encourage intellectual growth? What discouraged?*
- *What family attitudes influenced or hindered intellectual growth?*

Action Project

d. **Family Involvement:** Visit the local library with your parent(s) and child. Select and check out books you would like to read to your child. After reviewing **Tips for Reading to Children** (p. 455), read the books to your child at home. Write a journal entry about your child's reaction. (5.6.4. 5.6.5)

---

e. Use classroom resources to develop a chart showing how children develop language skills. Complete **Kara: A Case Study** (p. 456). Explain what you will do as a parent to promote language development for your child. (5.6.4)

Competency 5.6: Enhance children's intellectual development* *(continued)*

Group Learning Activities

f. Read **Hands-On Math** (p. 457). Collect craft supplies and make several games to stimulate math concepts at an early age, such as those listed below.

   (1) Cereal sorting (egg carton, baggies full of different kinds of cereal shapes and colors)
   (2) Felt pieces of different shapes and sizes for sorting
   (3) Blocks to make from square cardboard cartons (glue colorful pictures of shapes, colors, or numbers to sides)
   (4) Construction paper shapes and colors glued to an old deck of cards for matching
   (5) Baggie books of shapes, colors, or numbers
   (6) Collections of household items to sort, match, collect, count

Individual Learning Activities

Action Project

f. Read **Hands-On Math** (p. 457). Identify those activities that are age-appropriate for your child. Practice using the activities and record your child's reaction to them over a two-week period. Discuss your child's reaction with your teacher. Describe ways in which your or your child changed any activities. Videotape the activities. Show the videotape to your teacher and discuss it. (5.6.3, 5.6.4).

Learning Activities

Competency 5.7: Respond to specific parenting challenges*

Group Learning Activities

a. Make a list of the major parenting challenges you will face in the next few years. Share your list with the class and compile a list of parenting challenges. Discuss your present beliefs about what to do with regard to these challenges. Identify possible ways to respond to these challenges and the consequences of responding in those ways.

Processing Questions

- *What is important to you?*
- *How do your viewpoints differ from your parents? How will these viewpoints affect your actions and your child?*
- *Is there conflict between you and your parents on these beliefs?*
- *Will your goals for your child be affected by these viewpoints?*

---

b. Complete **Topic Tumbler Activity: My Most Productive Ideas About Potty Training** (p. 458). (5.7.1)

> **Teacher Note:** To facilitate this activity, use **Topic Tumbler Activity - Potty Training Suggested Facilitator's Comments** (p. 459).

Competency Builders:

5.7.1 Select age-appropriate toilet training techniques*
5.7.2 Analyze children's need for bonding and security*
5.7.3 Develop a schedule for routines (e.g., eating, napping, bathing)*
5.7.4 Analyze effects of media on children*

*Expanded Competencies

Individual Learning Activities

a. Write a journal entry about the types of parenting challenges you presently face. Describe what you know or have heard about these challenges. Identify the resources you presently have to deal with these challenges. Write questions you have about these challenges and share them with your teacher.

---

b. Read the children's picture book *Once Upon a Potty* or a similar one. Make a list of what you know about toilet training for children. Then make a list of questions you have. Discuss reliable sources of information to seek to find answers to your questions. (5.7.1)

Processing Questions
- *What are the concerns about toilet training?*
- *How were they handled in the book?*
- *What are your family beliefs about toilet training?*

Competency 5.7: Respond to specific parenting challenges* *(continued)*

Group Learning Activities

c. Read the situations below and discuss some of the problems parents experience with toilet training. Use classroom resources, guest speakers, or materials from parent education programs in your community to create a checklist of things to consider when toilet training children. (5.7.1)

(1) Your neighbor claims she toilet trained her daughter when she was just one year old. "Don't wait until the child is two years old!" she advises.
(2) A father is attempting to toilet train his 18-month-old and asks the child to sit on the toilet until the child has a bowel movement.
(3) In order to train her child, a mother gives her child candy each time the child uses the potty chair.
(4) A mother is worried because her oldest child is three years old and does not consistently use the toilet by herself. The preschool program she would like to enroll in will not take children unless they are toilet trained.
(5) A father gets frustrated because his daughter is toilet trained but still continues to have occasional "accidents."

Processing Questions

- *What would be the long-term consequences for you, your child, society if you begin toilet training before the child is ready?*
- *What recommendation would you give other teen parents on this issue?*
- *What are reliable sources of information about toilet training?*
- *If there is conflict in your home over toilet training, what goals do others have in mind that may have caused this conflict?*

d. Read *Goodnight Moon*. Identify the bedtime routine followed in the book and provide examples of other routines you follow with your child. Read **Establishing Nurturing Routines** (p. 460-461). In small groups, select one of the nurturing routines listed below and develop a sample routine using the guidelines given on the appropriate handouts. Present your routine to the class in a skit. (5.7.3)

(1) **Diapering and Dressing Routines** (p. 462-463)
(2) **Feeding Time Routines** (p. 464-465)
(3) **Bath Time Routines** (p. 466-467)
(4) **Bedtime Routines** (p. 468-470)

Processing Questions

- *What routines are most important to you and your child? Why?*
- *What are the consequences of establishing these routines?*
- *How do routines affect children?*

Individual Learning Activities

Action Project

c. Interview one or more people who have expertise about toilet training (pediatrician, pediatric nurse, child care center director, parent educator, or visiting health nurse). Interview your parent or another close family member about toilet training. Compile a list of suggestions for toilet training that you could use with your child. Develop a plan for toilet training your child. Support your plan with reliable sources. (5.7.1)

Processing Questions
- *Would other parents be a good source of information about toilet training? Why or why not?*
- *What can happen if family members have different views on toilet training? How can conflict over this issue be minimized?*
- *What happens when parents attempt to train children before they are ready?*
- *What would happen if you followed all the suggestions you have compiled?*

Action Project

d. Read **Establishing Nurturing Routines** (p. 460-461). For each type of routine, draw pictures or write stories to describe what you normally do with your child during that particular activity (diapering and dressing, feeding, bath, or bedtime). Depending on your parenting goals, choose one of the nurturing routines listed below and develop a routine for your child using the guidelines given on the appropriate student resource. If possible, videotape your routine. View the video with your teacher and assess your performance with your teacher. (5.7.3)

(1) **Diapering and Dressing Routines** (p. 462-463)
(2) **Feeding Time Routines** (p. 464-465)
(3) **Bath Time Routines** (p. 466-467)
(4) **Bed Time Routines** (p. 468-470)

> **Teacher Note:** Work with the student to assess his or her performance using **Establishing Nurturing Routines Assessment** (p. 471).

Competency 5.7: Respond to specific parenting challenges* *(continued)*

Group Learning Activities

e. Make a list of types of media/technology that you use regularly and discuss the impact they have on you and your child. Use classroom resources to determine what some of the effects of media might be. (5.7.4)

Processing Questions
- *What are the advantages of having media/technology?*
- *What purposes do the media serve for you and your child?*
- *What are the consequences of exposure to the media for you and your child?*
- *What action should you take to control media in your home?*

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f. Read **Take Control of Your Television** (p. 472). In small groups, select one of the suggestions on the handout and take a leadership role in disseminating ideas about that topic to parents. Develop a placemat or table tent of information for parents about that particular suggestion. Offer to supply the placemats or table tents to local restaurants. Another group may choose to write to local stations or legislators about their views on television programming.

Individual Learning Activities

e. Using the questions below, interview three teenagers, three adults, and three senior citizens about their use of media. Make a list of the ways in which you believe these types of media affect adults and children.

(1) How many forms of media (television, radio, computer, etc.) do you have in your home or at work (or school)?
(2) How many hours a day do you watch TV? Use computers? Listen to the radio?
(3) How do you think your use of media (such as watching television) impacts your life?
(4) How do you feel about advertisements that are in the media?
(5) Do you think there are consequences to our society when people spend a great deal of time watching TV?

Action Project

f. **Family Involvement:** Read **Take Control of Your Television** (p. 472). Develop a plan to use television responsibly in your home. Follow the plan for a few weeks. What changes, if any, were made in the plan? Interview family members to determine the impact of the plan. (5.7.4)

Competency 5.8: Employ communication skills in guiding young children

Group Learning Activities

a. Read **Active Listening Skills** (p. 473). In pairs, practice using the skills as you share information about your recent parenting challenges. After the conversation, ask the speaker which active listening skills you used during the communication. Make a list of specific examples of each skill. (5.8.1)

b. In small groups, record all the ways in which you expressed caring and love to your child in a twenty-four-hour period. Create a classroom mural illustrating 100 ways to tell your child you love him or her. (5.8.2)

Processing Questions
- *How do you feel about your record?*
- *How would you evaluate your behavior?*
- *How did your child respond to your behavior?*
- *Does your record reflect your goals as a caring loving parent?*
- *What if all parents responded equally as you did, for a long period of time?*

c. On index cards, write examples of typical children's questions, such as those listed below. In small groups, select one of the cards and decide how you would respond to that question as a parent. Role-play your response for the class. (5.8.3)

(1) Why?
(2) Do I have to . . .?
(3) Can I please . . .?
(4) Why can't I . . .?

Unit 5: Enhancing Child Development

Competency Builders:

5.8.1	Demonstrate active listening skills
5.8.2	Demonstrate ways to express caring and loving messages to young children during everyday interactions
5.8.3	Respond to children's questions
5.8.4	Apply methods of positive reinforcement
5.8.5	Convey clear instructions
5.8.6	Analyze effects of respectful and disrespectful messages on children

Individual Learning Activities

a. Read **Active Listening Skills** (p. 473). In a communication you have with your child, a friend, or another adult, attempt to use as many of these skills as possible. Reflect on the communication and list examples of each active listening skill you used. (5.8.1)

Processing Questions
- *Why are these skills important to good communication?*
- *Which skills were easiest for you to use? Most difficult?*
- *What does each of these skills contribute to good listening?*

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b. Create a collage of words and pictures illustrating ways in which you can express love and caring to your child. Using the ideas on your collage, journal about your experiences in increasing your loving and caring messages to your child. (5.8.2)

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c. **Family Involvement:** Interview your parent(s) about questions you often asked when you were a child and how they attempted to answer them. Identify which questions you anticipate your child will ask you and reflect on how you will respond to them. (5.8.3)

Processing Questions
- *Do some of these questions seem silly or strange to you? Why?*
- *Why is it important to respond to children's questions?*
- *What actions should you take to answer children's questions?*

Competency 5.8: Employ communication skills in guiding young children *(continued)*

Group Learning Activities

d. Use classroom resources to develop ways to provide positive reinforcement for children. In small groups, select one of the case studies below and create a skit giving positive reinforcement in that situation. (5.8.4)

(1) Your baby has just smiled at you for the first time.
(2) Your newborn is heartily drinking from a bottle of formula.
(3) Your one-year-old has just handed you one of his toys.
(4) Your two-year-old tries to take off her own clothing before her bath.
(5) Your eighteen-month-old is attempting to use a spoon when eating.

Processing Questions

- *What are the consequences of using positive reinforcement in these situations? Negative reinforcement?*
- *Why is it sometimes difficult for parents to use positive reinforcement?*
- *What do parents need to believe and do in order to use positive reinforcement with their children?*

Teacher Note: If students are comfortable, skits may be performed for the class.

e. In cooperative learning groups of three, assign one member the role of the parent, a second the role of the child, and the third the role of an observer. Choose one of the situations below and role-play the situation to give clear instructions to children in that situation. Following the role-play, the observer will provide feedback about the quality of the instructions. Assign new roles, choose another role-play, and repeat the process. Assign new roles a last time so that everyone in the group has an opportunity to play the role of observer. Summarize ways in which to provide clear instructions to children. (5.8.5)

(1) Putting away toys
(2) Getting ready for bed
(3) Eating
(4) Dressing

Individual Learning Activities

d. Use classroom resources to list examples of methods of positive reinforcement for children. Keep a record for 24 hours of ways in which you provide positive reinforcement for your child. Note times when you use a particular reinforcement technique more than once. Summarize your positive reinforcement techniques in a graph or chart, including the number of times you tend to use them with your child each day. Set goals for yourself about adding other techniques or using some techniques more frequently. (5.8.4)

Action Project

e. Choose one of the situations below appropriate to the age of your child and think about how you would provide instructions for that situation so that your child could understand them. Write a story, using words and/or pictures, that shows your ideas. Tell what you would say to your child, and how you would say it, using verbal and nonverbal communication. Tell how you think your child would feel and respond to you. Practice your ideas in a real-life situation. (5.8.5)

(1) Putting away toys
(2) Getting ready for bed
(3) Eating
(4) Dressing

Competency 5.8: Employ communication skills in guiding young children *(continued)*

Group Learning Activities

f. On paper charts around the room, write the phrases listed below. Walk around the room and write how they would feel if they heard that statement. Use classroom resources to define the word *respectful* and determine which of the phrases are respectful or disrespectful. For each disrespectful statement, rephrase it into a more positive or respectful statement (i.e., "You drive me up a wall" could be rephrased as, "I'm feeling frustrated"). (5.8.6)

(1) You make me so mad!
(2) Now, you've done it!
(3) You should feel glad about that.
(4) You drive me up the wall.
(5) If she heard what you did, she would die.
(6) Don't feel that way.
(7) You hurt my feelings.

Processing Questions

- *Why is it important to be aware of the ways in which you communicate with your child?*
- *When a parent tells a child one of these statements, what happens with the child?*
- *What are the consequences to your child and your family when these statements are used?*
- *How do your feelings about these statements compare with this phrase? "Sticks and stones may break your bones, but words can never hurt you."*
- *What are the consequences for your child when the statements are in a positive form?*

Individual Learning Activities

f. Use classroom resources to define the term *respectful*. Watch a television program and record examples of respectful and disrespectful communication with children. Explain how the disrespectful messages could be made more positive or respectful. Make a list of ways in which you provide respectful messages to your child. (5.8.6)

Unit 5: Enhancing Child Development

Action Projects

1. Select ideas that would stimulate development as you interact with your child. Do the selected activities. Keep a written, videotaped, or pictorial record of your interaction. Talk about the results of your activities with your teacher, deciding on and using criteria for assessing your progress. (5.1.3, 5.1.4)

2. Make written or audiotaped journal entries or a scrapbook of pictures over a two-week period about opportunities you have had to influence your child's development in positive ways. If you choose, continue the journal or scrapbook throughout the school year, writing questions or concerns you have about development, and keeping a record of the things you do with your child to enhance development. Turn in the journal or scrapbook on a regular basis to share your entries with your teacher. How do you know you are doing well? (5.2.2)

3. Interview a kindergarten teacher about what you can do as a parent to enhance your child's learning and prepare your child for school. Ask about community resources that are available to help you meet your child's educational needs. Summarize your interview findings by designing a pamphlet or informational folder for yourself and other adolescent parents. (5.2.5, 5.2.7)

4. Select several activities designed to prepare your child for school and lifelong learning. Practice them with your child on a regular basis. Evaluate the outcomes of these activities with your teacher. (5.2.5)

5. Visit the local library with your parent(s) and child. Select and check out books you would like to read to your child. Read the books to your child at home. Write a journal entry about your child's reaction. (5.6.4, 5.6.5)

6. Develop a plan of activities to encourage the physical, social, emotional, or intellectual growth of your child in the next twelve months. Use the questions below to guide your reflection about this project.
   (a) What parenting values support your decision?
   (b) What would be the consequences of following through on this plan for your child?
   (c) How would this benefit your family?

7. Identify hands-on math activities that are age-appropriate for your child. Practice using the activities and record your child's reaction to them over a two-week period. Discuss your child's reaction with your teacher. (5.6.3, 5.6.4)

Action Projects *(continued)*

8. Develop a plan for toilet training your child. Support your plan with reliable sources of information. (5.7.1)

9. Develop a plan of action to establish a nurturing routine for your child. Keep a journal about your experiences with using the routine for a minimum of two weeks. Keep in mind that it is better to begin small and work up. Look for small signs of success with your plan. Use the questions below to reflect about your experiences with using the routine.
    (1) What parts of your plan were the most challenging for you to accomplish? Easiest for you to accomplish?
    (2) What parenting values were reflected in your plan?
    (3) How did your child react to the routine at first? After you had used the routine for a least a week?
    (4) If you continue to use this plan, how will it benefit your child, you, and others in the home?

10. Evaluate television shows and their effect on children. Identify programs you believe to be suitable for children at specific ages, programs unsuitable for children, and make recommendations you will follow regarding the use of television. Describe how your family will implement your recommendations. (5.7.4)

11. Choose a practical situation appropriate to the age of your child and think about how you would provide instructions for that situation so that your child could understand them. Practice your ideas in a real-life situation. Keep a record of your child's responses. (5.8.5)

Generational Nurturing Interview Form

Interview grandparents, parents, aunts, uncles, and/or other significant adults in your life. Be sure to interview males and females from different generations.

1. What is the earliest pleasant memory you have of your parent(s)?

2. Why do you remember this event so clearly?

3. Why does it stand out?

4. Briefly brainstorm positive experiences you have had with your parent(s)/caregiver.

5. What is the most pleasant experience you have had with your children?

6. What were your favorite activities you did with your children?

7. How do you feel these activities helped your children?

8. What were your beliefs on child rearing? Have they changed over the years? How?

9. How did you prepare your children to become self-reliant?

10. How did you teach your children to become caring people?

Meeting Children's Needs

Children have many needs including dependency needs. Dependency needs are things children rely on others to provide for them because they cannot meet that need by themselves. Parents have an important responsibility to meet their children's dependency needs.

The need to be ***nurtured***. To nurture means to foster a child's development.

Ways in which parents nurture children are . . .

- Express unconditional love
- Listen when children talk
- Use positive words and touch to express love and caring

The need to be ***protected*** from harm.

Ways in which parents protect children from harm are . . .

- Protect them from harmful objects (unsafe or inappropriate toys)
- Protect them from harmful situations
- Protect them from harmful words

The need for an ***environment*** that stimulates healthy development.

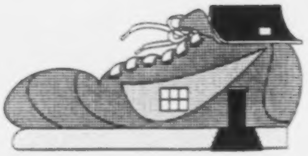
Ways in which parents provide a stimulating environment are . . .

- Read to children
- Provide appropriate toys and play spaces
- Interact and play "with" children
- Take children to places to stimulate learning (zoo, library, park, etc.)

The need for ***guidance*** that encourages self-reliance and caring.

Ways in which parents guide children are . . .

- Setting realistic, appropriate rules
- Explaining reasons for rules
- Listening to and accepting children's feelings



Nurturing Parent Certificate

____
name of parent

demonstrated these nurturing behaviors:

____

____

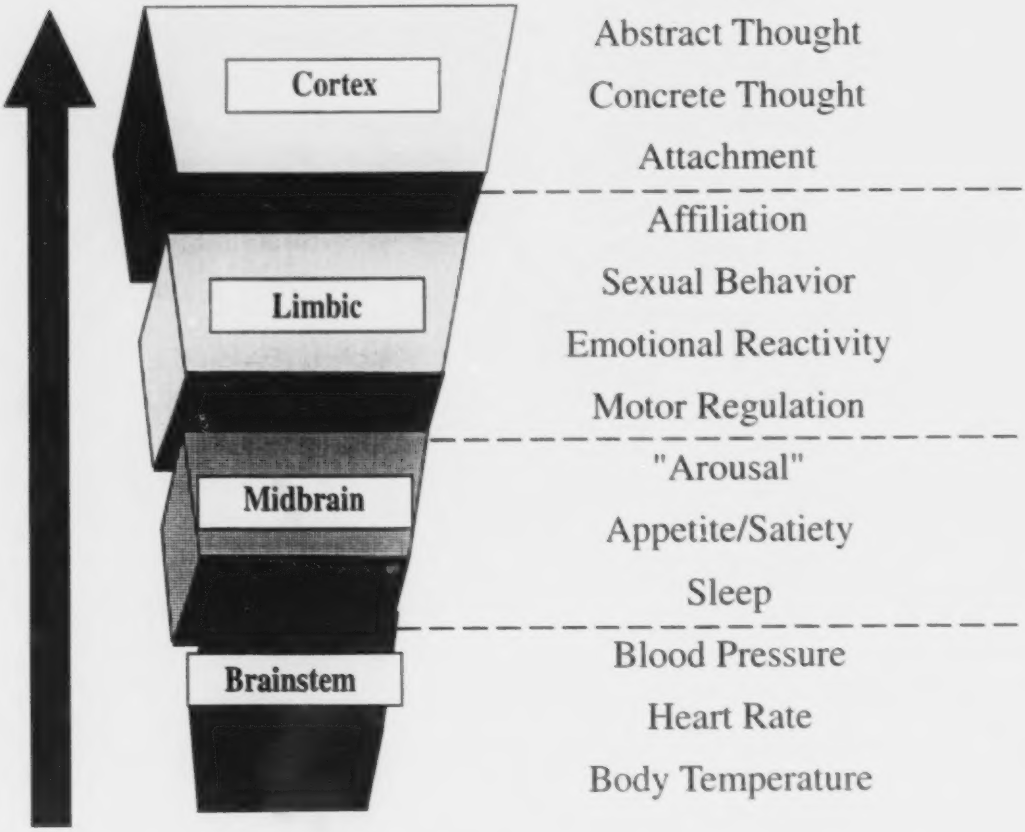
____

*Add photo
of
your child*

______________________ ______________________
signed *signed*

____
date

Brain Functions

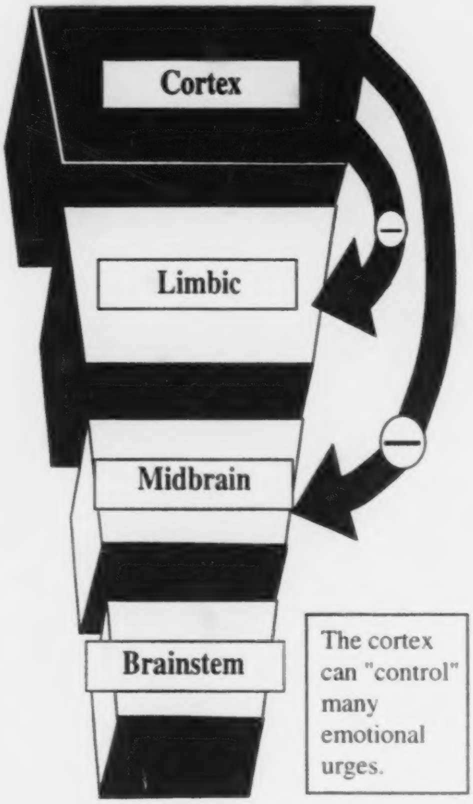

Cortex
Limbic
Midbrain
Brainstem
Abstract Thought
Concrete Thought
Attachment
Affiliation
Sexual Behavior
Emotional Reactivity
Motor Regulation
"Arousal"
Appetite/Satiety
Sleep
Blood Pressure
Heart Rate
Body Temperature

The human brain is organized from the most simple (for example, the fewest cells are in the brainstem) to the most complex (for example, the most cells are in the cortex). These areas organize during development and change in the mature brain in a "use-dependent" fashion.

Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the "Cycle of Violence."* Houston, TX: CIVITAS Child Trauma Programs, Baylor College of Medicine, 1996.

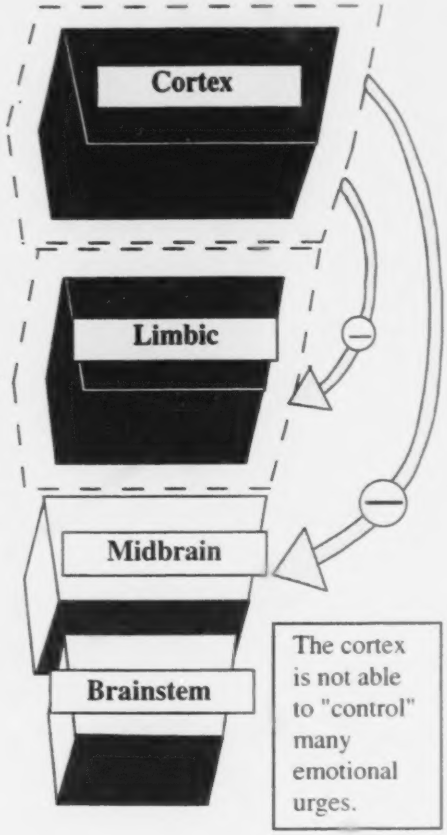
Brain Development

Mature Brain
The thinking part of the brain
(cortex) is usually in charge.



The cortex can "control" many emotional urges.

Immature Brain
The thinking part of the brain
(cortex) is often not in charge.



The cortex is not able to "control" many emotional urges.

People with mature brains are usually able to tolerate frustration, resist impulsive actions, and calm themselves down enough so they don't quickly show anger or violence

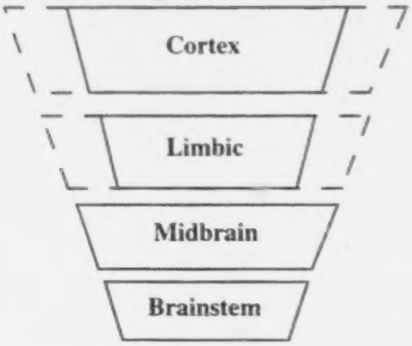
People with immature brains are more likely to get frustrated easily, act impulsively, and quickly show anger or become violent

Young children have more impulsive and aggressive actions because the cortex part of the brain is not yet highly developed. Teenagers and adults whose brains did not develop in a healthy way can also act more impulsively, be more aggressive, and become violent very quickly.

Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.'* Houston, TX: CIVITAS Child Trauma Programs, Baylor College of Medicine, 1996.

Effects of Neglect and Trauma on the Brain Development of Children

Developmental Neglect


Cortex
Limbic
Midbrain
Brainstem

Define Developmental Neglect: ____________________

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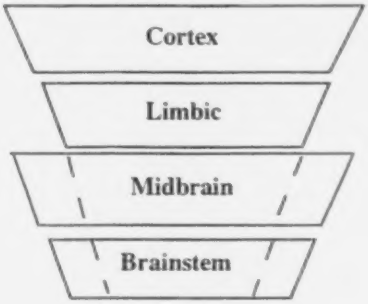
As a result of developmental neglect, the cortex and limbic areas of the brain are underdeveloped.

Developmental Trauma


Cortex
Limbic
Midbrain
Brainstem

Define Developmental Trauma: ____________________

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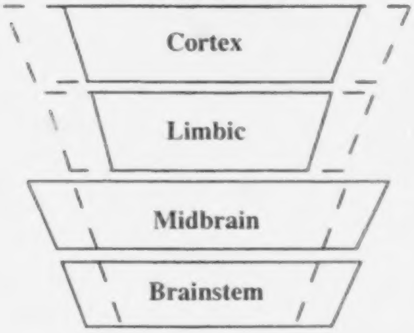
As a result of developmental trauma, the midbrain and brainstem are overdeveloped.

Developmental Neglect and Trauma


Cortex
Limbic
Midbrain
Brainstem

Define Developmental Neglect and Trauma: ____________

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____

____

As a result of developmental neglect **and** trauma the cortex and limbic areas of the brain are underdeveloped **and** the midbrain and brainstem are overdeveloped.

Dash lines represent what healthy brain development should be.

Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.'* Houston, TX: CIVITAS Child Trauma Programs, Baylor College of Medicine, 1996.

What Is Development?

Development . . . .

✓ follows a pattern of stages. Human development progresses through similar stages in about the same order. For example, babies learn to sit up before they learn to walk.

✓ occurs at a different rate for different people. Each person is an individual and will progress through the stages of development at a different rate. For example, one child may learn to read at six years of age, while another may not read until he/she is seven.

✓ follows a sequence so that skills build on earlier learning. For instance, before a child can speak in sentences, he/she must first learn words. Development follows a step-by-step sequence.

✓ is interrelated. Each different area of development is related to other areas because they are connected in various ways in the brain. Physical, social, emotional, and intellectual development occur continually and are affected by each other.

✓ continues throughout life. Sometimes it happens very quickly, and sometimes it progresses more slowly. It happens the quickest in the first two years of life. It does not stop at a certain age.

Guideposts for Development

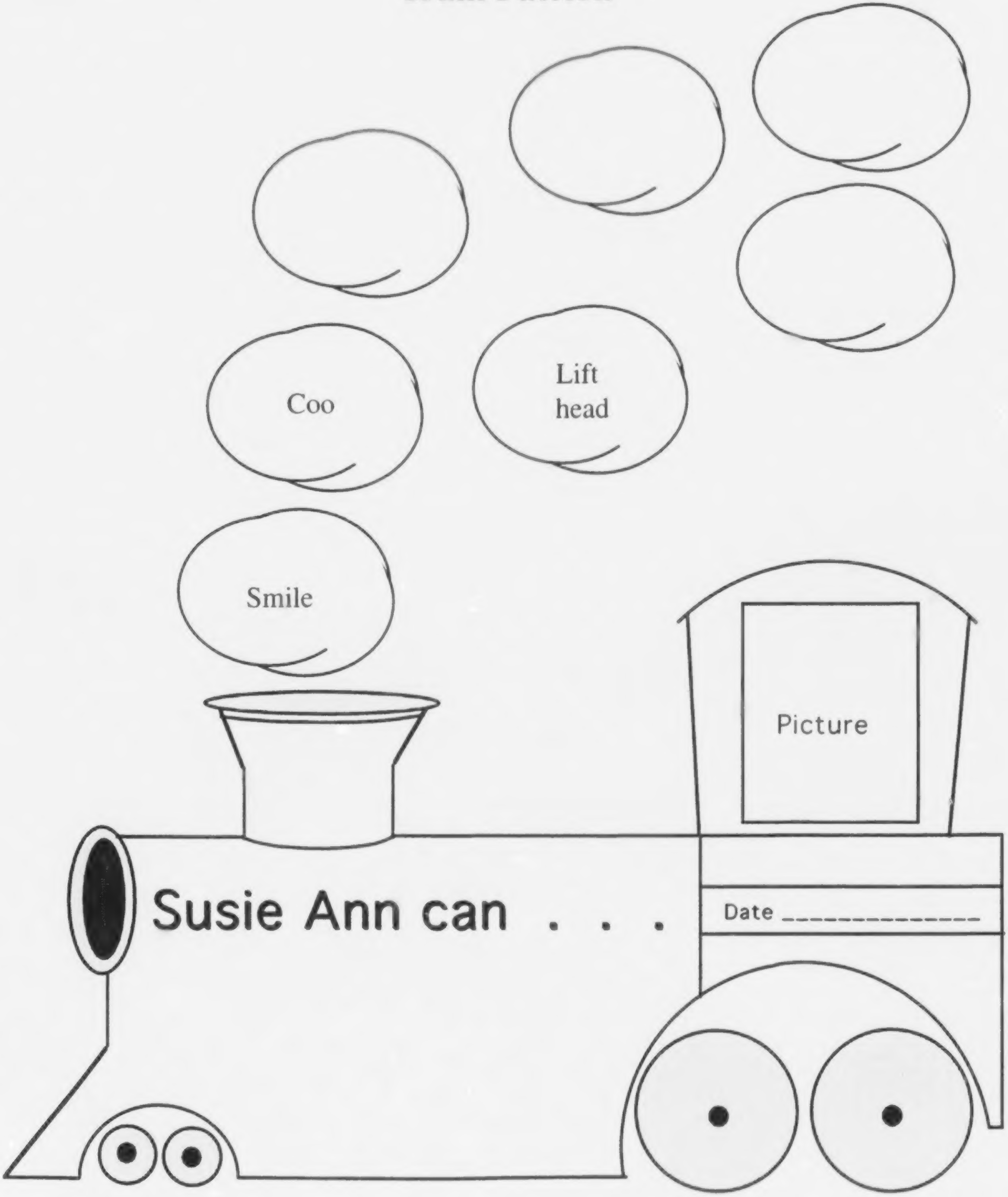
Stage	Helpful Behaviors	When to Seek Help
Birth to 3 months Most energy is given to the essential activities of breathing, eating, and sleeping. As baby gets into a routine of eating and sleeping and gains some motor control such as holding her head up and turning it from side to side, she becomes more sociable. Maturation and the practice of sucking leads to the ability to smile. Baby will first begin reaching and grasping, and she will then begin exploring. Overall, her senses are mature (except for vision). She has some control of arms, hands, and head. She can make noises. She has an idea about events being associated with each other. She experiences pleasure.	Do not overstimulate. Pastel colored sheets, a few toys, low lights, and low noise are recommended. Cuddle and carry baby when she is in distress. Talk to baby when she is alert.	By the end of three months, if baby does not lift head at all, does not respond to social overtures, makes no facial expressions, is largely inattentive to objects, or does not respond to any sounds, seek help.
4 to 7 months A baby seeks social interaction. Mental abilities are growing. Baby is busy doing, thinking, feeling. Vision is nearly fully developed leading to better exploration and recognition, including recognizing people. He shows some preference for caregiver(s). He can sit unassisted. He is receptive to social games. Baby has better communication and is able to coordinate sounds and gestures to signal desires. Generally he is contented with new abilities to use his body to explore, but has more wants than physical ability, leading to some discontent. He is generally able to be soothed by caregiver(s). Teething begins and can lead to some discontent.	Talk, and if baby talks back, listen. Give simple colorful toys that fit in his hand. Vary shapes and textures. Introduce simple picture books. Use a mobile that makes a sound when touched. Do not leave baby alone on beds, couches, or chairs.	By the end of seven months, if he never smiles or otherwise shows pleasure, has no sleep pattern, is totally inattentive to toys and people, doesn't seem to know where sound comes from, and does not engage in experimental play, seek help.

Source: *Baby Steps: The "Whys" of Your Child's Behavior in the First Two Years* by Kopp © 1994 by W. H. Freeman and Company. Used with permission.

Guideposts for Development *(continued)*

Stage	Helpful Behaviors	When to Seek Help
8 to 12 months Increasingly the baby's mental abilities are growing. Two milestones occur: walking and pincer grasp (being able to grasp an object using fingers and thumb). Baby understands a few words and may say first words. She can put eye contact, smiling, and gesturing together into social play (e.g., pat-a-cake). She becomes attached to caregiver(s). She imitates and initiates interaction by using body gestures. She has some problem-solving ability, memory without cues, and more focused attention. She has feelings of fear and jealousy which can lead to separation anxieties. She can read other's feelings and sometimes mirrors the mood of others. She can seek assistance, get assistance, and accept assistance. Although exploration is significant, there are also slow periods when development is quiet.	Play games (pat-a-cake, peek-a-boo, how big is baby), find safe places for baby to practice crawling and creeping, hang a play box in the crib, introduce simple story books, and child-proof the environment.	If she doesn't grasp, cannot sit, does not recognize significant people, is inattentive to gestures, is totally uninterested in games, makes no sounds, or is difficult to calm when distressed.
12 to 24 months Baby is beginning to understand his own body, developing a self-awareness and not liking interruptions. There are increasing social demands for baby to cooperate and conform. He can walk, climb, run, jump, bend, squat, stretch, and handle objects easily. His milestones are thinking in terms of ideas (image of something not present), playing pretend, using two/three word sentences, and showing that he can do things on his own. His wants and needs are not the same as social wants and needs, and he is realizing he can't control things totally. His spoken language lags behind comprehension which can be frustrating. He shows concern for others. He doesn't like change. Toward the end of this time he is interested in age mates.	Provide defined play space, consistent rules, and regular sleep routines. Be flexible, patient, low key, and concede sometimes. Child-proof the environment. Read to him as often as possible.	If by the end of 18 months he is not interested in parents or toys, can't stand, doesn't remember routines, understands no words, can't distinguish a circle from a square, doesn't combine toys, doesn't comply with any rules, or shows no maternal attachment, seek help. If by the end of 24 months he doesn't walk, doesn't group things perceptually, doesn't plan, doesn't learn by imitating, shows no functional play, doesn't use jargon, or doesn't show pleasure in accomplishment.

Train Pattern


Coo
Lift head
Smile
Picture
Susie Ann can . . .
Date ______________

Games for Growth

Playing simple games with your child can bring pleasure, security, and help with their physical, emotional, social, and intellectual growth. Imagine something so important being so much fun! Here are some ideas to try with babies of various ages.

For the Early Months of Life . . .

Baby Talk. Whenever you are diapering, bathing, feeding, or holding your baby, listen to the sounds he is making. If you hear a coo or a gurgle, respond by stroking his stomach, moving your head close and smiling so that he can see you, and repeating the sound he makes.

Follow That Rattle. While baby is lying down, sit or stand so that you are out of her line of sight. Hold a rattle about a foot above her face. Shake it gently until she sees it. When you're sure she sees it, move the rattle in a slow circle around the baby's head so that she can keep it in sight by just moving her eyes without moving her head. After she follows it for a while, try reversing the direction, always smoothly and slowly. After baby has had practice with rattle circling there are several other variations:

- Hold the rattle about 12 inches above her head and move it in a curved line all the way down to the side so that she has to turn her head to follow it.
- Talk to baby during the activity to describe what you are doing.
- Move the rattle so that it is possible for the baby to grab it. When she does, say, "You got it!" Let her pull it down toward her. Then gently move it up until she releases it and continue handing the rattle back and forth.
- Shake the rattle over her head so that she has to move her head up to see it. When she does, say, "Now you see it!"

When Baby Can Sit Up . . .

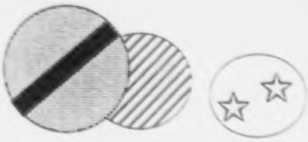
Checking It Out. Sit with your baby inside or outside and use the child's natural curiosity. Many babies like to pick up things around them. As he reaches around for toys and safe objects to touch and explore, describe what he is doing. Talk gently about the way things feel (hard, soft, smooth, rough) and give things names. Enjoy watching your baby explore under your watchful eye, making sure he is safe. You can also choose some of the objects to place around him: all a particular color, representing different shapes, or similar textures.

Mirror, Mirror. Hold your baby in front of a mirror. Say, "Look, there's Jenny!" "I see Jenny. Do you see Jenny?" "Hello Jenny." Have her point to her own image in the mirror. You will notice that she will begin to recognize herself after you do this several times. You can also begin to point to parts of her body and name them, such as nose, eyes, ears, mouth, or hair.

Hide and Seek. Use a toy and some soft covering material, like a blanket. Attract baby's attention and partly hide the toy under the blanket so that the baby can still see part of it. Then say, "Where did the toy go?" "Find the toy." If she is puzzled, show her how to get the toy under the blanket. If she ignores the toy, play with it yourself but don't demand her attention. She will become interested on her own. Partly hide it again until she is able to get it herself. As baby grows older, she can find the toy when it is completely hidden under the blanket.

Source: Ira J. Gordon. *Baby Learning Through Baby Play. New York: St. Martin's Press*, 1970.

Games for Growth *(continued)*



When Baby is Crawling . . .

Fetch. Take a ball or anything that rolls and when you have the baby's attention, roll it out of his reach. Then say, "Go get the ball. Bring it to me." Encourage him as he crawls to get it and praise him when he brings it to you. Smile and hug him. Then roll the ball again. He may even roll the ball to you. Be prepared to change what you're doing to fit what he does after you get started.

Fill It Up. Help baby put things into a jar or box and empty them out again. You can start by filling up a container with several objects in front of the baby, showing her how to fill it up, then turning it upside down to empty it. You'll be surprised how much time the baby can spend filling and emptying. Just be sure the objects are safe, free from dangerous edges or small parts that could be swallowed.

Peek-a-Boo. Face the baby and cover your eyes. Say, "Where did Johnny go? I can't see you." Then have him cover his eyes, and you should say, "Where did daddy go? Johnny can't see me." Then take your hands off your eyes and say, "Peek-a-boo, I see you."

When Baby is Standing or Toddling . . .

Sorting. Look around the house and select any two sets of objects, such as empty soft drink plastic bottles (be sure all edges are smooth) and some wooden blocks—about four objects each is plenty. Let baby play with the objects, stacking, rolling, and making sounds with them. Then group the objects together and say, "Put all the bottles over here." As you point to each item, name it. "This is a bottle. It's round and tall. It's just like this one." You can also sort laundry together! Remember to name items and describe what is alike and different about them.

Water Play. Take two or three different sized containers. Fill the smallest with water and let the child watch you pour it into the second sized container, then the largest one, then back to the first. Then let him pour the water. Be sure to say, "Now you are pouring from the big to the little one. You are filling it up." This is a good activity for bath time or outside!

For the Older Toddler . . .

The Shell Game. Take three boxes of different sizes. Let her see you put an object under one of the boxes. Then change the position of the boxes by shuffling them around. Ask her to guess where the object is. When she points to the right can, praise her and share her joy. You can also play a version of this by hiding something in your hands behind your back, then holding your closed hands in front of you and asking her to guess which hand holds the object.

Quiet Time Language Activities. Use picture books. Point to the picture, describe what is in the picture and what is happening. Ask baby to say the names of objects he knows.

Rhythm and Play

Beginning when your child is about nine months of age, he or she will enjoy playing face-to-face singing games and finger play. Here are some simple songs to play. Make up your own finger motions, bounce baby gently to feel the rhythm of the song, or make up motions that involve touching and interacting with baby.

Row, Row, Row Your Boat
Row, row, row your boat
Gently down the stream.
Merrily, Merrily, Merrily, Merrily,
Life is but a dream!

Pat-a-Cake
Pat-a-cake, pat-a-cake, Baker's man!
Bake me a cake, as fast as you can.
Pat it, and turn it, and mark it with a T,
And put it in the oven for Tommy and me!

Hickory, Dickory, Dock
Hickory, dickory, dock!
The mouse ran up the clock.
The clock struck one, and down he run.
Hickory, dickory, dock!

This Little Pig
This little pig went to market;
This little pig stayed home;
This little pig had roast beef;
This little pig had none;
This little pig said, "Wee, wee, wee!"
All the way home.

One, Two, Buckle My Shoe
One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big, fat hen.

Michelle: A Case Study

Michelle is a 16-year-old student who is pregnant with her first baby. When Michelle discovered she was pregnant, she went to her counselor for a schedule change so that she could enroll in GRADS. Michelle started to have contractions during her seventh month of pregnancy. Doctors continued to stop her contractions and they restricted Michelle to bed rest. Michelle managed to carry her baby to full term. However, during her labor, the baby's heart rate dropped from the normal 160 beats per minute to 40 beats per minute. Michelle's nurse/midwife called in the doctor who performed a cesarean section. Michelle delivered a six-pound, four-ounce baby girl that she named Brittney. At birth, Brittney was placed on oxygen. During her stay at the hospital, it was observed that they baby was not sucking very well, her cry was weak but high pitched, and the baby seemed very irritable. Michelle noticed that doctors did a lot of testing on Brittney, but she didn't understand why.

When Brittney was sent home, a visiting nurse was assigned to assist Michelle and monitor the baby. At three weeks, the nurse observed that Brittney frequently cried for no apparent reason and showed very little interest in her surroundings.

Michelle returned to school four weeks after her delivery, and a day-care provider was caring for Brittney. Michelle noticed that other young parents in her GRADS class talked about their babies doing things that Brittney could not do; however, she remembered that each person is unique. Michelle was sure that her baby was spoiled because everybody liked to hold Brittney.

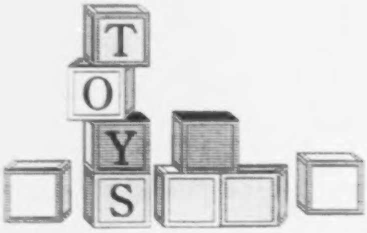
At six months, Brittney could not roll over (three to four months) or even hold her head up (one to two months). Brittney did not reach with her hands opened (three months). She did not focus on objects (two months). Brittney was still doing a lot of crying and no smiling. Brittney's skills were on a developmental level of a baby from 6 weeks to two months.

After a busy day at school, Michelle went to the day-care provider's home to pick up Brittney. Mrs. Smith asked Michelle to please stay a while and talk. Mrs. Smith explained to Michelle how concerned she was about Brittney. Mrs. Smith told Michelle that Brittney was not developing as she should be and suggested that Michelle have a talk with her doctor. Michelle assured Mrs. Smith that Brittney was just spoiled and lazy.

Learning Through Play

Stimulate your baby's development and prepare baby to enter school ready to learn.

Begin early to . . .



Read to Your Child. Use books from the library or those you have at home. Create your own baggie books of simple pictures (such as animals, shapes, common objects) or a simple story. Enclose each page in a zip-lock baggie, punch holes in each page, and tie them together with colorful ribbon. Read to your child on a regular basis, such as every night before bedtime or before naptime.

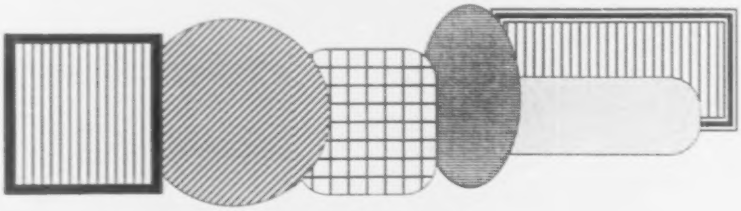
Count Things. Sing counting songs or make up your own little number songs and sing them with baby whenever possible. Also use cassette tapes with music and number songs. Count toys by saying, "Here are some toys for you. Here's one, two, three!" Count fingers. Count toes.

Play with Different Kinds of Materials. Try finger-painting with your baby. Use clay or make your own play dough. Encourage water play at bathtime or outside. Talk with baby about how the materials feel and the shapes or objects you can make.

As children grow, then begin to . . .

Put Puzzles Together. Select a favorite picture, a photograph from a magazine, or one of your own or your child's drawings. Glue the picture to poster board and cover with clear contact paper. Cut it into two or more pieces based on the age of your child. Store puzzle pieces together in zip-lock bags. Put the puzzle together with your child. Count the pieces of the puzzle together.

Recognize Colors and Shapes. Name the colors of toys, colors in pictures, colors in your home environment. Cut felt squares of different colors and shapes and help baby sort them. Cut large squares of felt and place them on a carpeted floor. Ask your child to jump on the blue circle, the red square, etc.



Rating Toys for Children

View a collection of toys and use the score sheet below to evaluate three of them: one designed for an infant, one for a toddler, and one for a preschooler. Rate each toy using the following responses:

0 = Criteria does not apply
1 = Does not meet criteria
2 = Meets criteria

	Infant Toy #1 Score	Toddler Toy #2 Score	Preschooler Toy #3 Score
Durable and Strong			
1. Is it durable, will it last?			
2. Is it washable/cleanable?			
Safe to Use			
3. Is it free from rough edges, sharp points and/or parts that can be swallowed?			
4. Is it labeled nontoxic?			
Age Appropriate			
5. Is it age labeled?			
6. Does it challenge rather than frustrate the child?			
7. Does it help build muscle coordination?			
8. Does it help with language development?			
9. Does it encourage playing with other children?			
Usable			
10. Is it usable in a variety of ways and in a variety of places?			
11. Does it actively involve the child?			
12. Will it help a child be creative, use imagination?			
13. Does it do what it is supposed to do?			
Price			
14. Is it reasonably priced?			
15. Will the child play with the toy enough to justify its price?			

Add the scores and find a total score for each toy. Compare your scores with other class members and identify toys with the highest ratings.

Plan for Enhancing My Child's Development

Name of Child ____________________________________

	Developmental Milestones	Helpful Parent Behaviors	Specific Goals for Enhancing Development
Physical:			
Social:			
Emotional:			
Intellectual:			

Teen Parent Interview Form

Date of Interview:____________________

Name:____

Name of person interviewed: ____

Age of children of person interviewed: ____

Check area of development discussed in interview
_____ Intellectual _____ Social _____ Physical _____ Emotional

Use the questions below to conduct the interview. Record responses in the space provided. Use the back of the page if needed.

1. Describe what your child can do in this area of development.
   At what age did your child accomplish these abilities? ____________________
   ____
2. What things did you do to help your child develop in this area? ____________________
   ____
3. What would you recommend that I do with my child? ____________________
   ____
4. What were the easiest things for you to do to help your child in their development? ____________
   ____
5. What were the most difficult? ____________________
   ____

Following the interview, think about the questions below and respond to them on the back of this page.

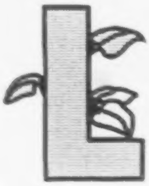
- What would be the consequences to your child and yourself if you followed the advice given during this interview?
- Is the advice what you expected to hear? Why or why not?
- What role should parents play in their child's development?

Topic Tumbler

Nurturing My Child's Self-Esteem

Rank according to importance through consensus

3 - Top Priority
2 - Important
1 - So-so
0 - Doesn't Apply/False



_______ A. Encourage child to express sadness/frustration with tears.

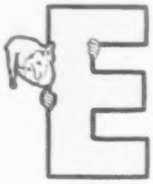
_______ B. Always listen intently to child.

_______ C. Make decisions for child so that necessary things get done.

_______ D. Tell child how much you love him/her for picking up toys.

_______ E. Always give child choices.

_______ F. Urge child to say "I'm sorry" to siblings following tears/tensions.



_______ G. Urge child under 4 to share.

_______ H. Urge child not to be scared/frustrated.

_______ I. Accept and respond to your child's attempts/muffs in the same way you do to successes.

_______ J. Use touching and eye contact when communicating with child at any age.

_______ K. Affirm child's sense of curiosity.

Source: Barbara Oehlberg, Topic Tumblers - Parenting for Peaceful Families.

Topic Tumbler

Nurturing My Child's Self-Esteem

Suggested Facilitator's Comments

Rank according to importance through consensus

3 - Top Priority
2 - Important
1 - So-so
0 - Doesn't Apply/False

A. Encourage child to express sadness/frustration with tears.

Respect child's feelings, accept them all. If deny child the right to cry, we are rejecting his/her feelings and personhood. They deduce they are not supposed to have certain feelings and are thus inadequate/abnormal. Feeling all alone with emotions that seem unacceptable to adults in one of the great burdens of childhood, according to Eda LeShan in *When Your Child Drives You Crazy* (St. Martin's Press, 1985).

B. Always listen intently to child.

Listening to someone, even 2 years old, is best way to show respect.

C. Make decisions for child so that necessary things get done.

Group will struggle—O.K. Ask, is it possible that if we make decisions for child we are implying child does not have ability to solve problems. Ask if they got feedback from parents as preschoolers that they were problem-solvers? Ask at what age human beings can solve problems? It is innate.

D. Tell child how much you love him/her for picking up toys.

Is your love conditional? Child needs to know they are loved and lovable. How can parents express appreciation/love without it being interpreted as conditional?

E. Always give child choices.

Group will have problems here - O.K. Ask if a goal for parenting is to nurture self-discipline? Can we nurture self-discipline without offering choices? All choices have to be perceived as valuable—choice between eating dinner/going to bed is not a true choice. Is it manipulation? How can parents avoid offering children choices between obedience and disobedience? (Independent child will choose disobedience.) Suggest Ozer's Method. Parent asks child, who is resisting, "What would make it possible for you to do . . . ? "Identify desired behavior. Parent is permitting child to own problem (and not solving it for child, to own the solution). Also, parent is communicating every expectation that the child has the ability to solve the problem. We want child to see himself as part of the solution, not the problem. (*The Ozer Method*, Mark Ozer, William Morrow. *How To Talk So Kids Will Listen,* Adel Faber & Elaine Mazlish Avon Publications, 1982).

Source: Barbara Oehlberg, Topic Tumblers - Parenting for Peaceful Families.

Topic Tumbler *(continued)*

F. Urge child to say "I'm sorry" to siblings following tears/tensions.
Jealousy is a real, natural feeling. If we force child to say "I am sorry" without having worked through feelings that caused the outburst, we are teaching child to be hypocritical as well as rejecting child's feelings. How could we deal with this more constructively?

G. Urge child under 4 to share.
Children under 3 1/2 really cannot. Related to scene of child's birthday with everyone watching you and your child. How might parents feel?

H. Urge child not to be scared/frustrated.
Respect and affirm child's feelings. How can child implement skills for dealing with what is scary if he/she denies being afraid? Is it possible parents might try to suppress in child what we remember as a "weakness" from our own childhood? List alternative ways to handle.

I. Accept and respond to your child's attempts/muffs in the same way you do to successes.
Your acceptance of child's "learning" attempts reflect your true acceptance of child as a person separate from you. How do parents feel about themselves when child muffs? What are ways to respond to muffs? Also, help your child realize his/her growth and maturation. Review family album and relate the limited accomplishments of child as a baby, but also the special moments of joy and delight.

J. Use touching and eye contact when communicating with child at any age.
Young children naturally have problems concentrating or separating out distractions. Give eye contact; it conveys dignity.

K. Affirm child's sense of curiosity.
Child's need to explore is as strong as need for food. Would we deny food? When we deny approval of their curiosity, we are rejecting them as persons. But how do parents survive? Alternative approaches?

Poem you could share:

I try to understand my children
One way or another
But all I ever seem to do
Is understand my mother!
—Janet Henry

Dear Mommy and Daddy

Dear Mommy and Daddy,

I've been noticing something interesting lately. Even though I don't know how to talk yet, or even understand the words you say to me, sometimes I get a really good feeling when you talk to me. Your voice sounds happy and full of love and it gives me the same warm feeling I get when you cuddle me. Even if you're busy cooking or cleaning and can't pick me up, I feel great hearing you say my name and tell me things. Listening to you talk makes it easier for me to wait until you're done with your work and can hold me or play with me. It's especially fun when you make silly sounds or sing songs to me. I don't even mind if you're off-key or mess up the words! Hearing you helps to entertain me and keeps me from feeling bored.

Sometimes voices make me feel bad, too. Even though I don't know the meaning of the words, sometimes voices sound angry or scary. Then I feel kind of jittery and start to cry. When voices are loud or angry, it's hard for me to feel calm and safe and loved. (You probably know what I mean, 'cause I bet you've had those feelings, too, when people talked in a way that was scary to you.)

I've already figured out that almost everyone uses an angry voice some of the time, but I'm glad that most of the time you talk to me in a nice, gentle voice. If I keep listening to you and other people talk, pretty soon I'll start to understand what the words mean and I'll even figure out how to talk myself–just like you. In fact, when I do start talking, I bet you'll be really glad that you've talked so nicely to me–because the way I talk will be the same way that I hear you talk! I wonder what my first words will be? Maybe mama or dada? Someday I can even use words to tell you I love you, but for now I'll just have to tell you with my smiles and hugs. OK?

Love,

Your Child

Source: Family Information Services, Minneapolis, Minnesota. *Through the Eyes of a Child,* by Martha Farrell Erickson, Ph.D., 1994.

How Are You Intelligent?

What does intelligence mean? We used to consider someone "smart" if they did well in language and math activities, but Howard Gardner, a researcher and psychologist at Harvard University, suggests that people can be intelligent in several different ways. Read the descriptions below and identify examples of ways in which you are intelligent.

Verbal/Linguistic Intelligence
I like to tell jokes, tell stories, or tales.
Books are important to me.
I like to read.
I often listen to radio or tapes.
I write easily and enjoy it.
I quote things I've read.
I like crosswords and word games.

Logical Mathematical Intelligence
I compute math problems easily.
I enjoy math and using computers.
I like strategy games.
I wonder how things work.
I like using logic to solve problems.
I reason things out.
I like to use data in my work, to measure, calculate and analyze.

Interpersonal Intelligence
People look to me for advice.
I prefer team sports.
I have many close friends.
I like working in groups.
I'm comfortable in a crowd.
I have empathy for others.
I can read situations and people.

Musical Rhythmic Intelligence
I like to listen to musical selections on radio, records, cassettes.
I am sensitive to music and sounds in the environment
I can remember melodies.
I listen to music when studying.
I enjoy singing.
I keep time to music.

Intrapersonal Intelligence
I am aware of my inner feelings, strengths, and weaknesses.
I attend seminars to learn more about myself.
I consider myself a loner.
I enjoy hobbies by myself.
I enjoy solitude.
I have a deep sense of self-confidence
I am motivated by independent study.
I have intuitive ability.

Visual Spatial Intelligence
I visualize clear pictures.
I think in pictures and images.
I am sensitive to color.
I can find my way around unfamiliar areas.
I draw and doodle.
I like illustrated books.
I easily read maps and charts.
I enjoy jigsaw puzzles.
I like slides, movies, and photographs.

Bodily-Kinesthetic Intelligence
I process information using bodily sensations.
I fidget while sitting.
I like to touch or be touched when talking.
I use hand gestures when speaking.
I like working with my hands on crafts or hobbies.
I like to walk or jog.
I touch things to learn more about them.
I think of myself as well coordinated.
I enjoy amusement park rides.
I learn by doing rather than reading or watching.

Inventory

1. Verbal/Linguistic Intelligence	most like me	least like me
2. Logical Mathematical Intelligence	most like me	least like me
3. Interpersonal Intelligence	most like me	least like me
4. Musical Rhythmic Intelligence	most like me	least like me
5. Intrapersonal Intelligence	most like me	least like me
6. Visual Spatial Intelligence	most like me	least like me
7. Bodily Kinesthetic Intelligence	most like me	least like me

Source: Gayle Gregory, Educational Consultant, 1345 Hazelton Blvd., Burlington, Ontario, Canada L7P 4V1. 905-336-6565.

Selecting Children's Books

Choose a book and evaluate it, using the criteria below. Rate each criteria according to the following scale:

3 = Excellent 2 = Good 1 = Poor NA = Not applicable

Title:

Author:

Illustrator:

Publisher & Date:

	3	2	1	NA
1. Has colorful illustrations	☐	☐	☐	☐
2. Uses appropriate speech patterns	☐	☐	☐	☐
3. Has appropriate vocabulary for age group	☐	☐	☐	☐
4. Avoids sex-role stereotyping	☐	☐	☐	☐
5. Helps children use their imagination	☐	☐	☐	☐
6. Shows appropriate behavior	☐	☐	☐	☐
7. Motivates children to learn	☐	☐	☐	☐
8. Follows a logical sequence of events	☐	☐	☐	☐
9. Has illustrations that fit the script	☐	☐	☐	☐
10. Promotes understanding of others	☐	☐	☐	☐
11. Promotes an appreciation of animals	☐	☐	☐	☐
12. Helps children deal with their feelings	☐	☐	☐	☐
13. Is made with sturdy paper	☐	☐	☐	☐
14. Is easy to handle	☐	☐	☐	☐
15. Has a sturdy cover	☐	☐	☐	☐
16. Is well bound	☐	☐	☐	☐
17. Has appropriate theme	☐	☐	☐	☐
18. Is free of prejudice	☐	☐	☐	☐
19. Has lots of action	☐	☐	☐	☐
20. Appeals to at least one of the senses	☐	☐	☐	☐

Summary:

1. How long would it take to read this book?

2. How could this book be improved?

3. What age child is this book appropriate for and why?

Tips for Reading to Children

It's never too early to start reading to a child. Reading together means more than just sharing a story. It is a time of communicating information, establishing an emotional bond, and sharing enjoyment. Reading to young children also gives them a sense of confidence in using books, that will later help them as they learn to read on their own. Even parents and other family members who have difficulty reading can share books and pictures with children.

1. **Choose books that are appropriate for children's age and interests.**
    - Visit the library and browse books with children. Let them choose books of interest to them.
    - Find books on special topics that children might be experiencing, such as going to school, visiting the doctor, or going on a vacation.
    - Choose sturdy books for small children.
    - Choose shorter stories for small children, and longer stories for older children.

2. **Read or tell the story with enthusiasm.**
    - Snuggle up close to read the story.
    - Hold the book so that the child can see the pictures well.
    - Read slowly and clearly.
    - If you don't read well, look at the book ahead of time and create a story in your own words to go with the pictures.
    - Pause to allow the child to look at pictures and think about what is happening.
    - Use special voices, sounds, or expressions to make the story come alive.
    - Substitute words, if necessary, to help children understand the story.

3. **Encourage the child to participate.**
    - Let the child turn the pages.
    - Invite the child to point out words or letters that he or she recognizes on the pages.
    - Pause to ask the child questions about what has happened or what they think might happen next.
    - Respond to the child's questions during the story.
    - Relate what is happening to the child's own experience.
    - Reading should be fun. If the child losses interest in the book, put it away and do something else for a while.

Kara: A Case Study

Read the case study below and answer the questions at the bottom of the page.

Kara spends her days at the home of a child care provider. She is the only child cared for by this provider, so she plays alone most of the time. The provider is usually busy with housework or her own activities, such as reading or doing needlework. Kara watches television frequently.

In the evenings, Kara's parents are tired and have little time to play or talk with her. They rarely sit together to eat meals, fixing their own food and eating at different times.

This year Kara entered half-day kindergarten. Her teacher is worried about her because she rarely talks in class or to other students. When she does speak, she has a limited vocabulary and a very soft tone of voice.

Reflection Questions

What has influenced the development of Kara's language skills?

What impact have these influences had on Kara's ability to communicate?

What would you have done differently if you were Kara's parents?

What should parents do to help their children develop language skills?

Hands-On Math

Math for children?

It's true! What you do as a parent with mathematics can lay the groundwork for basic math skills and pave the way for your child's success in school. Here are a few basic pointers:

Math is everywhere for you and your kids!

- How you feel about math will influence your kids. NEVER say "I don't like math!"
- Ask lots of questions like, "Why do you think it's this way?" and "How many different ways can we do this?" Share your thinking and ask your child about his or her thinking.
- We all use math everyday. Remember, these activities are not math to your children, they are fun and play.
- Talk out loud using descriptive numbers and concepts. "There are five carrots on your plate." "Your teddy bear is bigger than your stuffed dog."

Some Basic Activities:

Sorting: Sort things that are alike, things that are different. Use colored blocks, shape sorters, stuffed animals, and books.

Patterns: Recognize numbers, colors, shapes, sizes, and noises. Notice when things repeat.

Counting: Associate the numbers with objects to count, rather than just encouraging your child to memorize the count from 1 to 10.

Playing: What will happen if . . ? and Peek-a-Boo are simple but lay the basis for problem solving.

Measurement: Play with water and different size containers. "The cup is half full." "Will this water fit in the smaller cup?" Measure your child regularly on a spot on the wall or a grow chart.

Shapes: Look for them everywhere, talk about them, and give them their proper names. "That's a square." "This is shaped like a triangle."

2 + 2 =
10
5 x 2 x 3 =
4
x 3
7 + 4 - 5 =

Source: Marna Lombardi, College of Human Ecology, The Ohio State University.

Topic Tumbler Activity

My Most Productive Ideas About Potty Training

Rank the statements below according to importance through consensus.

3 - Top Priority
2 - Important
1 - So-so
0 - Doesn't Apply/False

________ A. My two-year-old should be able to handle it because I was trained at 18 months.

________ B. If I lose control on this issue, I'll never be able to manage my child again.

________ C. It is unfair for one mother to have more than one child in diapers at the same time.

________ D. My child really wants to have power over me.

________ E. I can choose to be patient on this issue because it will have lasting effect on my child's self-esteem.

________ F. It is important for my child to be trained before 2 so that he/she will like to be clean and neat.

________ G. I realize my daughter really can't manage physical or muscular control before 2 1/2 years of age—son before three.

________ H. I need to be firm about potty training because my mother/grandmother bugs me about it.

________ I. I really don't want my child to begin kindergarten unless trained.

Source: Barbara Oehlberg. Topic Tumblers—Parenting for Peaceful Families.

Topic Tumbler Activity - Potty Training

Suggested Facilitator's Comments

A. My two-year-old should be able to handle it because I was trained at 18 months.
Group will help on this but ask whether or not in such a situation the child or the "mother" was trained? Focus on child being little, not bad as you deal with issue.

B. If I lose control on this issue, I'll never be able to manage my child again.
Is real goal obedience or successful potty training? Somehow, parents do recognize they cannot make child achieve bladder control and could it be the sense of helplessness and despair that makes us panic? Isn't this natural for a caring parent?

C. It is unfair for one mother to have more than one child in diapers at the same time.
Yes, it is unfair! Accept the feelings.

D. My child really wants to have power over me.
Or is the bright child confused because parents expect something child cannot understand, much less manage to do?

E. I can choose to be patient on this issue because it will have lasting effect on my child's self-esteem.
Child under 3 1/2 - 4 cannot separate self from behavior—feels he/she is filthy, worthless, and hopeless.

F. It is important for my child to be trained before 2 so that he/she will like to be clean and neat.
Unless some other serious problem, no child will choose to be messy forever!

G. I realize my daughter really can't manage physical or muscular control before 2 1/2 years of age - son before three.
Yes, for girls, boys can't really manage physiological control until about 3.

H. I need to be firm about potty training because my mother/grandmother bugs me about it.
Probably true but who is your main responsibility now? Relatives or your child?

I. I really don't want my child to begin kindergarten unless trained.
No one does!

Source: Barbara Oehlberg. Topic Tumblers—Parenting for Peaceful Families.

Establishing Nurturing Routines

A routine is a consistent way of doing things. Routines are usually established by parents to manage their own behavior and the behavior of their children. Some family routines may be cleaning the home on Saturday mornings, doing laundry on Wednesday evening, saying grace at the dinner table, etc.

A nurturing routine is a consistent way of doing things that promotes a child's self-concept and self-esteem. Nurturing routines are established by parents to reinforce the positive overall growth of their children. Nurturing routines tell kids that the way to do things in our family helps everyone feel good about themselves. Feeling good about yourself is very important for acting appropriately and doing good things. Nurturing routines help establish consistency. Children feel secure when they know what to expect. The security they feel allows them to learn to trust people important to them, like their mother and father. From trusting parents comes the natural response of being able to trust others.

Nurturing routines help establish a positive self-esteem and positive self-concept in children. Positive thoughts and feelings toward oneself are two important personality traits which emerge from nurturing routines. Without positive feelings and thoughts about oneself, there is little chance that the child will treat others with respect and kindness. Since he feels and thinks badly about himself, it's likely that he will feel and think badly about others. Nurturing routines help children develop a positive regard for themselves which leads to a positive regard for others.

Nurturing routines help establish empathy. Doing something consistently, and doing it with concern for a child's self-concept and self-esteem, helps the child develop a sense of trust. Children learn that adults are people who care for them and help them get their needs met. This feeling of trust leads to feelings of caring for others as the child continues to mature. Empathy, the awareness of the needs of others, is a primary and necessary characteristic of nurturing parents and children.

Source: Stephen Bavolek. *Family Development Resources Inc.*, 3160 Pinebrook Road, Park City, Utah 84098.

Establishing Nurturing Routines *(continued)*

Important Ingredients in Nurturing Routines

Nurturing routines consist of:

- Gentle, positive touch: hugs, kisses, tickles, massages
- Praise for being and doing: "mommy really loves you" *(being)*; "What a good listener you are" *(doing)*
- Happy, pleasant expressions and tone of voice: smiles; light cheerful voice
- Caring, empathic caregivers: being aware of the needs of children
- Fun: games, finger plays, songs, dance
- Consistency: being predictable

Types of Nurturing Routines

Establish nurturing routines in the following areas of parent-child interactions:

- Diapering and dressing time
- Feeding time
- Bath time
- Bedtime

When Is It Best to Begin Nurturing Routines?

Parents should begin to establish nurturing routines the moment they bring their baby home. Starting early is the best way to establish consistent, caring and loving parent-child interactions.

Diapering and Dressing Routines

Diapering and dressing children are excellent times to use nurturing routines. During these times, parents can encourage enormous growth in the child's sense of independence and cooperation, as well as in positive nurturing touch. Let's take a closer look at how parents can establish a nurturing diapering and dressing routine.

Learning Independence While Dressing

Children like to do things for themselves as quickly as they can. You can see it very early when infants repeatedly try to stand and walk only to fall flat on their bottoms. You can also see it when they attempt to feed themselves by smearing food all over their faces with the hope that some of it will get in their mouths. Little successes in these and other tasks result in great joy because children are finally learning to do things for themselves. These accomplishments have greater value in that they help establish in children a sense of independence and cooperation. When children learn independence and cooperation, they learn to do more things for themselves and by themselves. To help your child learn to be independent and cooperative, parents need to learn the major rule in dressing children: diapering and dressing children is a partnership between the parent and the child.

As a partnership, you and your child work together as a team in getting clothes on and off your child. The following steps are suggested to make dressing your child a pleasant experience.

1. Let your child have input into what she is to wear for the day. You might do this by selecting two tops and bottoms. Have your child make the choice which top and bottom she wants to wear. In this way, your child is taking an active role in getting dressed. Also in a partnership, your child is taking an active role in getting dressed and undressed rather than the passive role most children experience. Too many parents dress or undress their child without the child's active assistance. The active partnership role builds independence and cooperation.

2. Allow your child to do the things she can do by herself without any help from you. If she can put her socks on, fine; let her do it by herself. If it's pulling up her pants, good; don't do it for her. Let her pull her own pants up.

3. Assist your child in getting dressed but allow her to still have the lead. In this step, you're only assisting your child in doing things she can't quite do alone yet—like, putting pants on, or putting a tee shirt on.

Source: Stephen Bavolek, *Family Development Resources Inc.*, 3160 Pinebrook Road, Park City, Utah 84098.

Diapering and Dressing Routines *(continued)*

4. Take the lead in assisting your child in getting dressed. In the last step, you do the things your child is incapable of doing. It might be putting on and tying shoes, zipping zippers, buttoning buttons, etc. In step four, the child hasn't yet developed the skills needed to finish getting dressed. As your child develops more skills, the need for step four is less and less.

Knowing When to Use the Steps

To assist you in knowing what steps to use and when to use them, here are some suggestions:

1. Observe your child and make it a point of knowing what your child is capable of doing independently. The younger the child, the more quickly these skills will change on a daily and weekly basis.
2. When you are quite sure of the things your child can do by herself, break the things she can't do into smaller steps. The smaller steps will allow her to continue to gain further feelings of confidence. Let's take the activity of putting on a pair of pants. First, have her sit in a chair without you placing her there is she can do it by herself. Second, gather the pant legs and make doughnuts. Lay them on the floor just in front of her feet. Third, tell her to step into the holes and ease the pants around her ankles. Fourth, have her take hold of one or both sides and "pull up." If she is very young, she probably doesn't have strength to pull the pants up all the way so you will have to help. Fifth, you do the snapping of the pants if it's something she can't do by herself.

Partnership Method Begins at Birth

Babies participate in the partnership method of getting dressed and many parents aren't even aware of it. When babies are getting their diapers changed, they participate in the partnership method of laying still while mom or dad is putting a clean diaper on. Although this level of partnership may seem slight, for the developmental level of the children, it is indeed very active.

Young infants also are active participants in getting themselves dressed by holding their arms and legs up. They help by putting their arms through the sleeve openings. If you watch closely, you'll notice all the things your young infant can do with a little assistance.

There you have it—the partnership method of helping your children get dressed. It takes a lot more time than getting your child dressed while he or she stands passively waiting for you to finish. However, the time you spend in establishing a nurturing dressing routine when your child is young will pay off later when your child is capable, cooperative, and independent.

Feeding Time Routines

Eating is one of the most pleasurable times during infancy and young childhood. Babies love to eat. In fact, most babies double their birth weight in the first three to five months of life. That's a lot of eating! If they could talk, babies would probably tell us that nothing in this world is as good as sucking on a nipple and getting milk or juice. Watch them when they are sucking: they relax, begin to coo, close their eyes, and fall asleep. Parents are probably pleased when babies eat because the child quiets down and is more pleasant to be with.

As children grow older, something happens that changes all this pure pleasure into frustration, dissatisfaction, and stress for both the children and the parents. Children refuse to eat certain foods, are attracted to "junk" foods, and snack between meals. They begin to hate the very foods that parents feel are best for them. What happens?

The Importance of Feeding Times

To begin to understand how feeding and eating begin to go sour, let's first discuss some common facts about children's eating habits.

Despite some popular beliefs, babies know how many calories they need and what their stomachs can handle. If babies are not getting enough, they'll want more. If they get too much, they will stop sucking.

Feeding is one of the earliest experiences babies have. As such, they begin to learn a lot about themselves and the world they live in. Good experiences in feeding lead to good feelings of self and the world. Bad experiences lead to bad feelings toward themselves and their world.

Babies will normally lose weight immediately after birth, but gradually begin to gain back lost weight in two or three days. Expect this weight loss.

Somewhere around a year old, babies begin to change their feelings about food. They become more choosy and less hungry. What might look good to eat today won't look good tomorrow. Their choice of certain foods is the beginning of exerting autonomy and control of their lives.

Teething often takes away children's appetites, especially when the first molars are beginning to come in. As children become more mobile (around one year), they may lose interest in eating. They often feel too busy exploring the environment and practicing new motor skills to sit still and eat.

Source: Stephen Bavolek. *Family Development Resources Inc.*, 3160 Pinebrook Road, Park City, Utah 84098.

Feeding Time Routines *(continued)*

Establishing a Nurturing Feeding Time Routine

The following steps are suggested to make feeding your child a more pleasant experience.

1. Provide your child with a comfortable eating environment. Put young babies in infant seats securely stationed on a table. Put older children in high chairs that stand on the floor. The comfortable eating environment provides the child with feelings of security. Padded cushions and straps to keep your child snug in the seat are essential.
2. Allow your child the opportunity to reject food. When you honor the request, you are reinforcing feelings of personal power. Remember, children know when they are not hungry. They also know when they don't like something just like you and I do. When you force your child to take "one more bite" of foods he doesn't like, you're actually setting up a conflict situation. In this situation, the child will end up the loser.
3. Reinforce personal choice in eating. Get in the habit of giving small portions. If the child wants more, he'll let you know. Making children sit at the table until they clean their plates does not build healthy attitudes toward eating.
4. Try to get children to think of food as something they want, not something they need to reject. One way to encourage positive attitudes toward food is to allow your child to eat larger than usual amounts of one wholesome food than others. Remember, the older the child gets, the more his attitudes and tastes are changing. Continue to offer servings of your child's less preferred food.
5. Encourage your child to begin to feed himself around nine to ten months. Practice with finger foods, bread crusts, and other foods. Children will want to pick up the food with their fingers. Let them. Expect a lot of accidental messes. If you're worried about the rug, put some plastic under the high chair.
6. Encourage your child to use a spoon. Give him reason to use it. At the beginning of the meal when he's the hungriest, let him try to get food on the spoon and into his mouth. Assist your child in feeding himself with a spoon. Praise his efforts; tell him how proud you are he is trying to feed himself.
7. Don't worry about table manners. Touching, smashing, squeezing, and smearing food is an early form of child's play. Don't punish your child or take his food away. Remember, building positive attitudes toward food and eating is nearly as important as the actual eating of the food.
8. Praise your child. There are many behaviors you can praise. Some are feeding himself, eating a wholesome meal, sitting patiently waiting for food, using a fork or spoon, or wiping his face. Remember, praise the behavior you want.

Bath Time Routines

For many young children, getting into a bathtub of warm water is not one of their favorite things to do. However, almost all children love to walk in standing puddles, splash water on others, and run through open sprinklers. So why is bath time a time of frustration, tears, and stress for children and their parents? Let's examine why.

There are several reasons why your son or daughter may experience bath time as a bad time.

Most bath times come at the end of the day. Not only may young children be over tired, but parents may be feeling the stress of their day. They communicate this stress by being a bit more demanding that their children cooperate. Children easily pick up on the parent's anxiety and become anxious themselves.

Because taking a bath comes at the end of the day bath time is usually followed by bedtime. Children soon learn that taking a bath means soon they will have to go to bed. If a child wishes to stay up longer, the obvious reaction is to resist taking a bath.

Many parents treat bath time as a chore rather than a time for fun, relaxation, and enjoyment. An attitude of "having to take a bath" is established rather than an attitude of "wanting to take a bath."

Bath time for children in some families is often an "on again-off again" occurrence. Sometimes children have to take baths, sometimes they don't. Although parents may have good rationale for excluding a child's bath, children, especially young children, don't understand why on some days they have to take a bath and on other days they don't. What they experience is inconsistency. This leads to feelings of anxiety exhibited as resistance.

The experience of taking a bath may be a very unpleasant and frightening one for many children. Soap in eyes, hot water burns, accidental falls, pouring water on a child's head to rinse shampoo, etc. are all things that can make bath time a bad time.

How to Make Bath Time a Fun Time

For children to want to take a bath more often than not, bath time has to be a fun time. The following suggestions are recommended for developing a positive, nurturing routine for giving children baths.

1. Make bath time sound like a fun time. Young children like to pretend. Give the bathtub a name or refer to it as "tubby time" with a sound of happiness. Pretend the tubby can talk and call the child's name, "Chris, I'm waiting for you." You can then answer back, "We're coming tubby!" It's quite a bit better than saying, "Chris, I want you to take your bath now!"

Source: Stephen Bavolek, *Family Development Resources Inc.*, 3160 Pinebrook Road, Park City, Utah 84098.

Bath Time Routines *(continued)*

2. Let your child turn the water on and fill the tub. Giving the child more responsibility in keeping himself clean is the ultimate goal. Allow him to put the bubble bath in, set the water temperature, and fill the tub to the desired depth.

3. Encourage your child to play in the tub. Bring in "tubby toys" for the child to play with; they don't have to be anything fancy. Use plastic cups, bowls, empty plastic dish detergent containers or plastic syrup containers with the plastic pour spouts, etc. Anything that floats, squirts water, holds or pours water will work.

4. Encourage your child to get to know his/her body. Tubby time is a great time for body exploration and recognition of body parts. Give your child's body parts names when washing your child: "Look, I see Adam's hands. Oh, boy! Adam's hands need a washing!"

5. Take a bath with your child(ren). Children think it's fun taking a bath with their mom or dad. Singing, playing with toys, and washing all help the child feel more comfortable when mom or dad are also in the tub.

6. Make the experience of tubby time enjoyable. Several things you can do to help make the experience of taking a bath more enjoyable:
   - Use mild soaps and shampoos to avoid eye sting.
   - Place a mat on the bottom of the tub to prevent accidental slipping.
   - Protect against accidents by placing foam rubber guards over the water spout.
   - Get each of your children their own towel to dry themselves and their own robe to wear after taking a bath.

7. Make tubby time a daily routine. If children know every day they will have a tubby time, soon they will come to accept it as a daily routine. Consistency will help lessen the uncertainty and reduce the anxiety of not knowing.

Words of Caution

Never, ever, leave a very young child alone in the bathtub. Accidental drowning and other injuries can occur in a matter of seconds and minutes.

Keep all electrical appliances unplugged and away from the grasp of children. Water and electricity are deadly together. For the sake of your family's welfare, keep all electrical appliances safely stored in a locked cabinet or closet.

Bedtime Routines

At some point in almost every child's life, getting ready for bed and going to sleep are two of the least favorite things to do. Much to the heartache of many parents, trying to get children to take naps and get plenty of sleep often results in a lot of stress and frustration for the children and parents. Not surprisingly, in some families, bedtime becomes a battle time. In these families, both the parents and children end up losing.

Many experts believe that bedtime is one of the most important times for children to learn positive feelings about themselves and others in their world, particularly mom and dad. Unfortunately, because a lot of arguing and tension exists between parents and children during bedtime, what is learned and established is not positive at all. Establishing a nurturing routine at bedtime, one in which parents and children feel good about themselves and toward each other, is very important. Before we discuss how to establish a nurturing bedtime routine, let's examine why bedtime problems occur.

Bedtime Problems

Probably the single biggest contributing factor for young children to dislike going to bed is the anxiety they feel in being separated from their mothers. Remember, moms are very important to children for their survival. When they are not in view of the infant, feelings of fear set in. The term used to describe this fear is "separation anxiety." Separation anxiety results when children fear being left alone or unattended. Excessive crying and temper tantrums are two common behaviors associated with separation anxiety. Letting children know you haven't abandoned them at nighttime is very important in helping them build feelings of trust and security. Reassuring the child with kind words and a gentle touch helps reduce anxiety. As children get older, their fears of separation generally lessen and nighttime becomes a more peaceful time.

Infants face another type of nighttime problem, one a little bit easier to solve. The problem is hunger. Infants get hungry during the night and need to be fed. Usually when fed, the baby will fall back asleep only to awaken when he's hungry again.

Source: Stephen Bavolek, *Family Development Resources Inc.*, 3160 Pinebrook Road, Park City, Utah 84098.

Bedtime Routines *(continued)*

Many children three years and older have difficulty going to sleep at night because of nighttime fears. Wetting, for children who are potty trained, may be a sign of nighttime fears. Ghosts, boogeymen, monsters, and demons are all very real for some children who feel vulnerable at night. Nightmares may result, which only tend to reinforce a child's fear of the dark. In this sense, children don't want to go to sleep because they are afraid and insecure. Talking about their fears and getting older generally help children overcome them.

Another reason why some children may be reluctant to go to bed has more to do with what else is going on in the house. If nighttime is a time when the entire family plays games together, favorite guests come over, or favorite television programs are on, children may not want to go to bed. They feel excluded and would rather be up having fun. To avoid this situation, make sure all family play time occurs before bedtime for the youngest child.

Lastly, many children have a difficult time sleeping in their own room at night because of the time spent there as a punishment during the day. Being "sent to your room," where some children have to stay for hours, does not encourage children to associate their room with happy, pleasant feelings. Rather, children think of their rooms as a prison. If you're using time-out as punishment, use the living room or kitchen, not the child's bedroom.

Building a Nurturing Bedtime Routines

To make bedtime a more pleasant experience, the following ten steps are suggested.

1. Identify a consistent time your child will be going to bed. Inconsistent bedtime only creates confusion which leads to resentment. Identify a bedtime and stick to it.

2. Make a nice relaxing bath time part of the nighttime routine for going to bed. A nurturing bath time routine will serve as a positive preview for what's to come in getting ready for bed.

3. Dress your child in clothes (pajamas, sleepers, etc.) especially for bedtime. Getting dressed in these clothes is an indication that it's getting close to bedtime. If you can, get fun bedtime clothes with pictures of animals, cars, or cartoon characters on them. Getting dressed for bed will be even more fun.

4. Help the child get dressed for sleep in his bedroom, not in other rooms of the house. Keep the association between bed, sleep, and bedtime clothes intact.

Bedtime Routines *(continued)*

5. Have your child brush his/her teeth every night as part of the bedtime routine. What an excellent habit to develop at a young age. Model the way to brush teeth by brushing your own. Giving your child his/her own toothbrush to play with and use is strongly recommended as part of the bedtime routine.

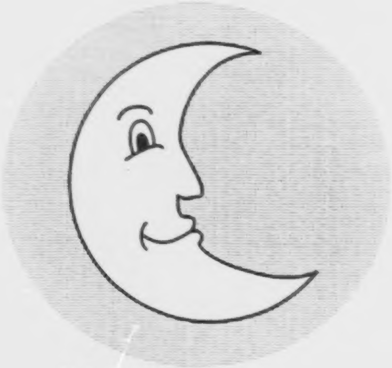
6. Spend time with your child reading stories. Find a cozy rocking chair and have your child crawl up on your lap. Get snuggled in, and read for awhile.

7. Choose bedtime books that are happy and pleasing—books which add comfort not discomfort. Save the scary stories for daytime reading when the child gets older. By the way, you might want to negotiate with your child how many stories you are going to read.

8. When finished reading, tell your child it's time to lay down in the bed. We recommend putting your child in the bed before he is asleep. Some children who fall asleep in their parent's arms wake up during the night and wonder where mommy and daddy went. Putting him down before he is asleep serves to get the child used to falling asleep alone. Then nighttime awakenings aren't as scary.

9. Tuck your child in, make sure you tell him at least one nice thing he did, or how much you love him as a person, give him a hug or kiss, and wish him good dreams. If you can, sing a song or two, help him relax and get cozy.

10. If your child should begin to cry during the night, go into his room, and find out what the problem is. Remember, crying is a signal of distress. The child is asking for help. Find out what he needs. Maybe a bottle, a blanket, a little reassuring is all that is needed for him to fall back to sleep.



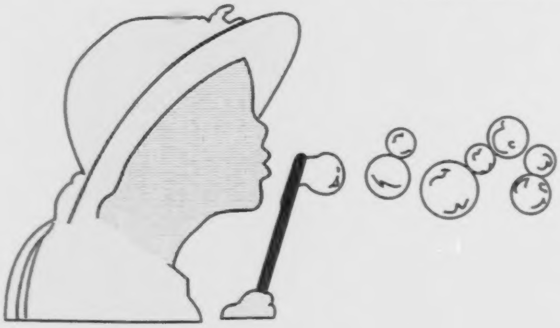
Establishing Nurturing Routines Assessment

Criteria	Secure (3)	Developing (2)	Beginning (1)	Rating
Routine and Sequencing	• Performs routine consistently every time. • Changes routines when developmentally appropriate.	• Performs routine consistently.	• Establishes appropriate routine. • Determines sequence of steps in routine.	_____ x 5
Touching	• Consistently uses touching.	• Sometimes uses touching.	• Seldom uses touching.	_____ x 5
Positive Statements and Praise	• Uses encouraging words. • Uses cheerful voice. • Notes good actions/ behaviors. • Celebrates successes.	• Uses encouraging words. • Celebrates successes.	• Uses generally positive words.	_____ x 5
Fun	• Consistently uses games, songs, fun talk.	• Occasionally uses games, songs, fun talk.	• Seldom uses games, songs, fun talk.	_____ x 5

Comments:

Score __________

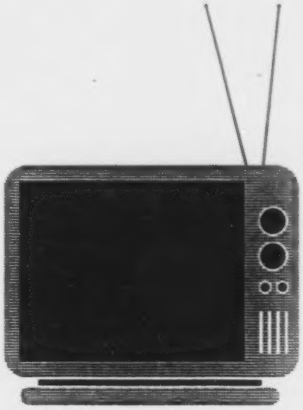
Total Possible Score 60



Take Control of Your Television

1. **Limit viewing time.** Cutting down to less than ten hours a week might be a goal. Put the television in an out-of-the-way place and have interesting things for children to do other than watching television. Parents can be good role models by limiting their own viewing. Explain reasons why you don't want them watching too much television or watching certain shows.

2. **Choose what will be watched.** Select the programs carefully for content and age-appropriateness. Turn the television on to watch the shows you select, then turn it off. Don't leave the television on as "background noise." Check out the programs on educational television. Borrow videotapes from the library and view them for appropriateness. Follow up interesting programs with books or activities.



3. **Watch television with children.** Talk about the programs and the commercials. Ask them how the television characters could solve their problems. Use the programs to help children learn about subjects of interest to them, or to reinforce ideas or values. Relate the programs to what children are learning about in school.

4. **Teach children to be critical viewers.** Explain the difference between what is real and what is make believe. Talk with them about the different types of television programming–educational, fictional, documentary, news, commercial, and infomercial.

5. **Demand better television programming.** Voice opinions about programs available for kids by writing to television stations. Get involved in public television programming. Be aware of legislation that could affect television for children.

Active Listening Skills

Encouraging: Inviting thoughts, ideas, and opinions with open-ended questions

Example: Can you tell me more about . . .?

Clarifying: Asking questions to further understand what is being said.

Example: When did this happen?

Restating: Stating what you heard so that you confirm your understanding.

Example: So you would like your boyfriend to . . .

Reflecting: Thinking about what you have heard and making a statement about it.

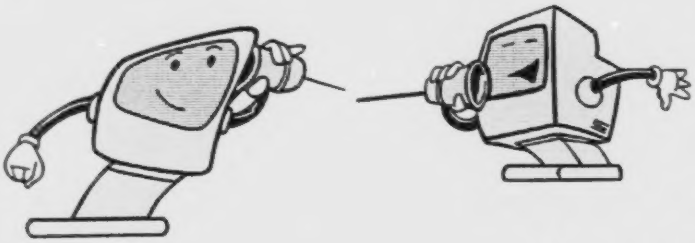
Example: You seem very upset.

Summarizing: Making a summary statement about what you have heard.

Example: These seem to be the key ideas you've shared . . .

Validating: Affirming what the speaker feels or is trying to do.

Example: I appreciate your willingness to try to solve this problem.



Unit 6:

Creation of a Healthy, Safe Environment

Unit 6: Creation of a Healthy, Safe Environment

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on creating a healthy, safe environment for children, including meeting nutritional needs, evaluating child care services, and selecting appropriate discipline techniques.

Teacher Background Information

The teacher background information reviews current and classic literature on health and safety issues for children. References appear at the end of the section. **Page 476**

Learning Activities

The learning activities address eight competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 6.1	Employ strategies designed to meet the nutritional needs of infants and children	**Page 482**
Competency 6.2	Employ strategies designed to meet children's hygiene needs	**Page 492**
Competency 6.3	Employ safety practices to minimize hazards	**Page 496**
Competency 6.4	Demonstrate basic first-aid skills	**Page 502**
Competency 6.5	Care for children during illness	**Page 504**
Competency 6.6	Evaluate child-care services	**Page 508**
Competency 6.7	Contrast discipline techniques	**Page 514**
Competency 6.8	Develop strategies for establishing cooperative parenting environments	**Page 520**

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and referenced according to their related competency. **Page 522**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 523**

Teacher Background Information

Teacher
Background
Information

Rationale

All individuals and families need healthy and safe environments for optimal growth and development. Children must rely on their parents, close family members, and the community to provide these healthy and safe environments. Issues such as nutrition and dietary decisions, hygiene and wellness choices, and safety and first-aid practices affect the wellness of each family member and are a matter of family and societal concern. The United States Department of Health and Human Services has set measurable objectives to improve the health status of Americans (Guthrie, 1996). The goals of the project are to increase the healthy life span, reduce health disparities among Americans, and increase access to preventive health services.

School-age parents can provide a safe, healthy environment to enhance their own children's growth and development. Their actions can also contribute to the well-being of their extended family and community as well. The W. E. Kellogg Foundation School Readiness Initiatives identified six critical components for children to achieve their potential: health, nutrition, family and community stability, cultural competence, self-esteem, and quality early learning experiences (Washington, Johnson, & McCracken, 1995). Creating a healthy, safe environment includes meeting the nutritional, hygiene, safety, and health needs of the young child. Ensuring dental and medical care contributes to physical well-being. In addition, a healthy, safe environment includes appropriate guidance techniques that nurture social, emotional, and intellectual development.

Background

Nutrition. Maintaining a child's good health involves the selection and utilization of about fifty nutrients needed for growth, repair, and maintenance of the body. Three types of food guides have been developed to help people make wise food choices.

1. The Dietary Guidelines present seven key points reflecting the important role of nutrition in maintaining health and minimizing disease risks. Developed cooperatively by The United States Department of Agriculture and the Department of Health and Human Services, these guidelines highlight the importance of eating a variety of foods, maintaining a healthy weight, and eating a diet low in fat.
2. The Food Pyramid is a graphic representation developed by the United States Department of Agriculture to help consumers make food selections. Recommended numbers of servings are provided for each food group on the pyramid. The main messages of the pyramid are variety, proportionality, and moderation. As parents use this tool to provide healthy foods for children, allowance should be made for appropriate portion sizes. A general rule of thumb regarding child size servings is to allow approximately one tablespoon of cooked food per year of age per serving (Davis & Saltos, 1996).
3. The Recommended Daily Allowances established by the Food and Drug Administration (FDA) provide recommended levels of various nutrients important to a healthy diet, categorized by age and gender. Recommendations are made for two groups: children under four years and adults. Though these allowances are impractical for planning

> daily food choices, parents can apply these standards by reading the information found on nutrition labels. These labels represent a new movement in nutrition promotion—the interpretation of science-based dietary guidelines into consumer-oriented messages (Sutton, Layden, & Haven, 1996). Even though providing knowledge does not guarantee behavior change, it is hoped that consumers will use these nutrition labels to make better food choices. Thus, parents can read and use this information as they create a healthy environment through wise food choices.

Creating a healthy environment with regard to nutrition goes beyond merely making food choices. Parents must also consider mealtime environments and routines to encourage healthy eating. They are responsible for serving a variety of nutritious foods, deciding when food is offered, and providing appropriate role modeling. The child is responsible for choosing what food to eat from what has been offered and deciding how much of the offered food to eat (Martoz, Cross, & Rush, 1993). Food-acceptance patterns, which depend on innate reactions to basic taste in food, associative learning, and the quantity and quality of early experiences with food (Birch, Johnson, & Fisher, 1995), can cause conflict during meal times. These food preferences can be altered by social learning (Birch, 1987). Parents can influence children's preferences by limiting their exposure to foods or encouraging some foods more than others. Mealtimes can be a positive experience when parents understand children's needs and preferences, make nutritious food available and attractive, set a good eating example, and follow routines for an uninterrupted and pleasant mealtime atmosphere.

Health Promotion. Health promotion begins before birth with adequate prenatal and postnatal care, and at birth with regular well-child visits and a complete series of vaccinations against childhood diseases. Yet even with the advanced health care system in America, children are still growing up without the necessary healthy beginning in life. Despite immunization campaigns, only 67 percent of American two-year-olds were immunized in 1993 (*The State of America's Children Yearbook*, 1995). This may be due in part to the fact that immunization schedules do change and new vaccines are added periodically (Stehlin, 1995). Combination vaccines that combine multiple vaccines into a single injection are becoming more common. Parents need to communicate regularly with health care professionals to remain current regarding the appropriate immunization schedule for their children. Preventive dental care is also important. Guidelines for children's dental care recommend beginning regular dentist visits soon after the first tooth erupts and no later than two and a half years. Parents should begin cleaning the child's teeth as soon as the first new tooth erupts, and assist growing children in flossing and brushing so they become accustomed to the importance of dental hygiene from an early age (Wong & Whaley, 1990).

In addition to regular preventive checkups, health habits at home can have an impact on children's well-being. Practices to reduce infectious diseases, such as those employed in child care centers, can be incorporated into healthy home environments as well. Hand washing is the single most effective safeguard against communicable and infectious diseases (Marotz et al., 1993). Healthy practices like hand washing will help reduce the spread of colds that often lead to ear infections (Watt, Roberts, & Zeisel, 1993). In addition to hand washing, frequently mouthed objects and surfaces contaminated by body fluids should be sanitized often. Objects can be washed with detergent and water, then rinsed in a diluted bleach solution consisting of one tablespoon of bleach per quart of water (Aronson, 1990). This solution should be discarded after each day's use.

Safety. Parents can meet children's developmental safety needs by providing a child-proofed environment, fostering children's awareness of danger, developing clear safety rules, and preparing children for unsafe situations (Brooks, 1996). Factors such as socio-economic status, housing repair, perceived risks, maternal social support, and maternal supervision are the most important predictors of controllable home hazards (Greaves, Glik, Kronenfeld, & Jackson, 1994). Safety prevention programs for parents need to include information on child injury control, child developmental characteristics, and parenting skills. In fact, the incidence of accidents and injuries can be greatly reduced when parents learn how to teach children simple preventive procedures (Huber, Marchand-Martella, & Martella, 1996). Specific safety issues, such as avoiding child abduction, should also be part of parenting programs. Most child abduction situations occur when the perpetrator establishes a friendly relationship with the child, then lures the child away. Abduction prevention programs need to teach children to identify an abduction lure and to exhibit correct abduction prevention skills (Miltenberger & Olson, 1996).

Children are more prone to victimization because they are more dependent on others for care, smaller and less cognitively mature, and have less choice about their surroundings. Children are victims of sexual abuse, physical abuse/neglect, and violence. Research has found that there is no one set of circumstances that leads to abuse and there are many risks factors that increase the likelihood of abuse and violence (Brooks, 1996). Women are more likely to physically abuse their children than men. This is likely to be related to domestic violence issues, wherein women are more likely than men to be victims of domestic violence. Canada (1995) suggests several measures to help end the violence in our communities: a) create a peace officer corps, b) reduce the demand for drugs, c) reduce the prevalence of domestic violence and child abuse and neglect, d) reduce the amount of violence on television and in the movies, and e) reduce and regulate the possession of handguns. Pathways to Peace and Safety, a project to strengthen rural communities, identified strategies that impact all types of violence: a) reduction of alcohol and other drug abuse, b) education and cross-discipline collaboration, c) reduction of poverty, d) availability of safe places, e) availability of health care for women and mental health and supportive services for all, and f) restricted access to firearms (Monsey, Owen, Zierman, Lambert, & Hyman, 1995).

Child Care. The quality of a child care setting is more important than the type—center-based, home-based, licensed, or unlicensed. Professionals say that quality child care can be measured by the interactions between children and caregiver, structural features, or by teacher continuity. Parents see caregiver/child interactions as most important (Hofferth & Chaplin, 1994). The amount of training a child care staff member has received affects the quality of care. Positive cognitive, social, and emotional development in child care are directly attributable to adult caregivers who are trained in early childhood education or child development, who establish consistent attachment with the children in their care, and who are responsible for a manageable number of children (Phillips & Whitebook, 1990). Caregiver stability also affects the child's language and social development.

Four factors determine the demand and thus the availability of center-based care in a community. These four factors are: a) the population of preschool children, b) the number of working mothers with preschoolers, c) the likelihood that parents will select centers over other types of care, and d) the availability of financial resources to pay for center care (Neugebauer, 1994). In 1990, center-based programs enrolled 26 percent of the preschool children with an employed mother, 19 percent were in family day care, 4 percent were being cared for by a nonrelative in the child's home, while half of all preschool children whose mothers were employed were being cared for by their own parent (30 percent) or by a relative (18 percent) (Hofferth, 1992). Infant care environments need to support the variety of daily demands associated with the physical, socio-emotional, and intellectual needs of the developing individual child (Harms, 1994). Harms, Cryer, and Clifford (1990) have developed an infant/toddler environment rating scale that can be used to help parents assess the quality of a center. Similarly, Koralek, Colker, and Dodge (1993) identified six key indicators that can help parents assess the quality of a child care environment: a) program is based on an understanding of child development, b) an individualized program to meet individual need, c) safe and orderly physical environment containing varied and stimulating toys and materials, d) children actively involved and self-selecting activities, e) respect for children and parents' needs with caring communication, and f) staff with specialized training in early childhood education. Communication between parents and caregivers can be one-way (notes), two-way (conversations), or three-way (communications between parent, caregiver, and community resource person) (Ghazvini & Readdick, 1994). Caregivers perceive communications from parents as more important and occurring more frequently than parents did. Chehrazi (1990) states that child care of any kind needs to be seen as a collaborative endeavor between parents and caregivers. The working relationship between the parent and caregivers is a source of support for the parent and is important for a child's optimal development.

Guidance. Determining criteria for deciding when to discipline children and what techniques to use to discipline children will depend upon the parenting model (Adlerian, Behaviorism, or Humanism) that best fits the child's characteristics and individuality, the parent's personal history and psychological resources, and the context of stresses and supports (Belsky, 1984, as cited in Brooks, 1996). Parents use many techniques during the process of parenting. Discipline is any attempt by an adult to control or change a child's behavior (Rollins & Thomas, 1979, as cited by Marion, 1987). Negative discipline is the use of force or coercion to change behavior. Examples include hitting, threatening, ridicule, or sarcasm (Marion, 1987). Positive discipline includes attending to and reinforcing appropriate behavior, setting realistic rules and expectations, and enforcing those rules and expectations (Joseph, 1994). Guidance techniques are characterized by modeling, direct instruction, using rewards and punishment, providing physical materials and settings, stating expectations of desired behaviors, and using cognitive modification strategies (Marion, 1987). Low power techniques (active listening, "I" messages, and no-lose problem solving) produce or lessen behavior. High power techniques (stimulus control, time out, and behavior modification) produce and develop behaviors (Jenson & Kingston, 1986). Different parenting styles (authoritarian, permissive, rejecting-neglectful, traditional, and democratic) produce children with different characteristics (Joseph, 1994). In a democratic family atmosphere the child's needs and the parent's needs are being met in an encouraging atmosphere, where both are given respect and consideration. Mistakes are treated as a natural part of life and are used as an opportunity to learn and grow. The four goals of misbehavior are attention, power, revenge, and inadequacy. When the child's behavior is in conflict with the needs of the situation the parent will utilize techniques associated with the parenting model that most closely fits them as described above (Brooks, 1996).

Cooperative Parenting Environments. With the increasing influence of social factors affecting families (women's work force participation, increasing divorce rate, cultural diversity, poverty, violence, and economic hardships), parents need to establish cooperative parenting environments. Couple groups can be established to ease the transition into parenthood by offering a support system. Spouse, friends, child care staff, neighbors, and family can be utilized as support people. Social supports provide emotional, instrumental, and informational benefits. Feeling valued and encouraged as a person are emotional benefits parents need. Housework help and specific aid are examples of instrumental support. Referrals to resources and advice about guidance techniques and child care are informational supports. The family environment and family rituals provide support to individual members. People, programs, work place, government, community, and church can provide support outside of the family (Brooks, 1996). Self-help networks provide peer psychological support, positive models of members, structures to improve networking, cooperative decision making, additional supports not available, and professional models (Marshall, 1987).

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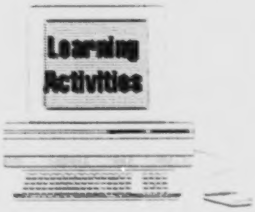
Unit 6: Creation of a Healthy, Safe Environment

Competency 6.1: Employ strategies designed to meet the nutritional needs of infants and children

Group learning activities appear on left-facing pages; individual learning activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.



Group Learning Activities

a. Write the practical problem "What should I know and be able to do to feed my child?" on the chalkboard. Beside the question, list goals you have for feeding your child. Identify things you need to know as a parent to achieve those goals. Circle those things you already know something about and draw a line under those things you would like to learn more about. (6.1.4)

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.1.1	Identify the standards for selecting nutritious foods
6.1.2	Identify sources of nutrition information
6.1.3	Identify effects of nutrition on wellness
6.1.4	Analyze the general nutritional needs of infants and children
6.1.5	Maintain feeding/meal schedules
6.1.6	Maintain food supply
6.1.7	Handle/store food
6.1.8	Identify cultural, ethnic, and family traditions related to food
6.1.9	Develop strategies for establishing a healthy mealtime environment and routines
6.1.10	Identify community resources available to help meet family nutritional needs

Individual Learning Activities

Action Project

a. Create a poster illustrating what you believe the phrase "A Healthy, Safe Environment for Children" means. Use words, pictures, or drawings. Indicate how issues of nutrition and wellness are part of a healthy, safe environment. Share your poster with your teacher and discuss your goals for creating such an environment for your child. As an Action Project, visit the public library and select several children's books that are related to creating a healthy, safe environment for your child (nutrition, hygiene, safety, child care, discipline, etc.). Borrow these books and read them to your child. Make a list of titles and authors to share with other parents. (6.1.4)

Processing Questions

- *How does the health and wellness of your child affect you and your family? Society?*
- *What influences health and wellness choices?*
- *What would happen if you achieved all your goals for establishing a healthy, safe environment for your child?*

Competency 6.1: Employ strategies designed to meet the nutritional needs of infants and children *(continued)*

Group Learning Activities

b. In cooperative learning groups, select one of the nutrients below and research the purpose of that nutrient, foods in which the nutrient is found, and what happens when the body gets too much or too little of the nutrient. Present your findings to the rest of the class and discuss how a balanced diet would provide all the nutrients. Discuss what would happen when a child does not get a balanced diet. Collect and display articles about community and global nutrition issues affecting children. (6.1.3)

(1) Protein
(2) Carbohydrate
(3) Fat
(4) Vitamins
(5) Minerals
(6) Water

Processing Questions

- *Why should parents be concerned about helping their children eat a balanced diet?*
- *What are the long-term consequences for children who do not eat a healthy diet?*
- *What are the long-term consequences for communities whose children do not eat a healthy diet?*
- *What can parents do to ensure their children get the nutrients they need?*

---

c. Conduct a comparison of baby foods including purchased food and food you make using a grinder or mill. Using jar labels and nutrient information charts, develop a chart showing the nutritional content of each type of several foods (such as applesauce, peaches, carrots, and squash). Rate each type according to cost, taste, and nutritional value. Share your ratings and findings with the rest of the class. (6.1.1)

Processing Questions

- *How did you determine the nutritional value of each type of baby food?*
- *Which types seem to be the best buy?*
- *Which types seem to provide the most nutrition for baby?*

Individual Learning Activities

b. Complete **Feeding My Child** (p. 523). Review **How To Feed Your Baby Step by Step** (p. 524) and **Food Guide Pyramid** (p. 525) and compare and contrast your child's 24-hour recall with the Food Pyramid recommendations. List changes that could be made to meet the nutritional guidelines outlined in the Food Pyramid. (6.1.1, 6.1.4)

Processing Questions
- *What are your child's favorite foods?*
- *What kind of meals/snacks do you prepare for your child?*
- *What are the kinds of foods you like to prepare for your child?*
- *Do you consider nutrition when your prepare foods for your child?*

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c. Use classroom resources, such as nutrition textbooks, audiovisual materials, or pamphlets to create a mobile about the effects of different nutrients on children's wellness. For each nutrient listed below, identify the purpose of that nutrient, foods your child likes that contain that nutrient, and what might happen if your child did not get enough of that nutrient. Place the information about each nutrient on one part of the mobile. (6.1.3)

(1) Protein
(2) Carbohydrate
(3) Fat
(4) Vitamins
(5) Minerals
(6) Water

Competency 6.1: **Employ strategies designed to meet the nutritional needs of infants and children *(continued)***

Group Learning Activities

d. In small groups, choose a specific aged child, and create a three-day menu of meals and snacks. Write your menu on **Menu Planning** (p. 526). Include correct portion sizes for the child's age. Use food models or pictures from magazines to illustrate your plan. Use **How to Feed Your Baby Step-by-Step** (p. 524) and **Food Guide Pyramid** (p. 525) to check the nutritional quality of your menus. If the menus are not nutritionally adequate, modify your menus. (6.1.4)

(1) 0-6 months old
(2) 7-12 months old
(3) 1-2 years old
(4) 3-5 years old

Processing Questions

- *Why do the foods you selected illustrate a healthy diet for that aged child?*
- *How do your choices affect the wellness of your child? Your family? Your community?*
- *What are the short-term consequences of your menu? The long-term consequences?*

FHA/ HERO

e. Plan and present a nutrition project/program to parents of local day care or preschool children using the information from the activity above. Include appropriate children's books related to the topic that parents can read to their children, such as those listed below.

(1) *Gregory the Terrible Eater* by Mitchell Sharmat
(2) *Max's Breakfast* by Rosemary Wells
(3) *Eat Your Peas, Louise!* by Pegeen Snow
(4) *Vegetable Soup* by Jeanne Modesitt
(5) *Eat Up, Jemma* by Sarah Hayes
(6) *No Peas for Nellie* by Chris L. Demarest

Individual Learning Activities

d. Complete **Your Child's Nutritional Status** (p. 527). (6.1.3)

Action Project

e. **Family Involvement:** Working with your parent(s), design a three-day menu for your family using foods commonly available to you. Use **How to Feed Your Baby Step by Step** (p. 524) and the **Food Guide Pyramid** (p. 525) as standards for developing your menu. Illustrate your menu on a poster with food models or pictures from magazines. Explain to your teacher or another student why your menus are appropriate for your child's health and the health of your family. Post the **Food Guide Pyramid** (p. 525) and **How to Feed Your Baby Step by Step** (p. 524) on the refrigerator at home to use on a regular basis. As an Action Project, prepare and serve the menus. If your child eats baby food, prepare some of the child's food using a baby food mill or grinder. Note your child's reaction to the food as well as your family's reaction. Working with your teacher, discuss any changes you would make in the menus and why you would make those changes. (6.1.4)

Processing Questions
- *What kinds of things influenced the foods you selected for your menu?*
- *Are there family traditions that influence your food choices?*
- *Why is it difficult for some parents to plan meals using nutritional standards?*
- *Are there any foods your child refuses to eat?*
- *What do you think is the best thing to do? Which solution will result in the best consequences for you, your child, and others? Which solution will best meet your budget?*
- *What if everyone planned meals according to nutritional standards?*

Competency 6.1: **Employ strategies designed to meet the nutritional needs of infants and children *(continued)***

Group Learning Activities

f. In small groups, complete **Label-Ease** (p. 528). Bring in food labels from food containers you have at home. Use the label-ease method to determine which foods are nutritious. (6.1.1)

> **Teacher Note:** The answers to the **Label-Ease Examples** (p. 529-530) questions are as follows: Orange-yes; whole wheat bread-yes; doughnut, cake-type, plain-no; cheddar cheese-yes.

FHA/ HERO

g. Invite a guest speaker such as an extension agent or registered dietitian to class to discuss reliable sources of wellness and nutrition information. Ask them to share various pamphlets or written resources on nutrition. Following the presentation, create a display of nutrition information resources and community agencies that provide reliable information for parents. Add these to your Resource Notebook. Explain why you consider each source to be reliable. (6.1.2)

Processing Questions
- *What community resources are available to meet your family's nutritional needs?*
- *How can you tell if these resources are reliable?*
- *What would happen if you got nutrition information from unreliable resources?*

h. As a class, discuss the advantages and disadvantages of maintaining a feeding/meal schedule. Explain the importance of feeding/meal schedules to different age groups of children. In cooperative groups, read the case studies below and describe whether you think the mealtime environment is pleasant or unpleasant for the child. Share your responses and develop a chart showing the characteristics of a pleasant vs. an unpleasant mealtime environment. (6.1.5, 6.1.9)

(1) There is never a regular meal time. Family members prepare their own dinner in the microwave. The child often eats alone or with one other person.
(2) The family sits down together to eat, but they are always in a hurry. Many times they are finished and leave the table long before the two-year-old child is finished eating.
(3) Half the family eats in front of the television. The other half of the family eats in the kitchen.
(4) The family sits together to eat, but rarely talks. The adults read the newspaper or listen to the television while eating.

Processing Questions
- *How does a mealtime schedule affect others?*
- *What cues suggest to you the importance of a mealtime schedule?*
- *What factors will affect your decision?*
- *Would you choose this action if your child were affected adversely?*

Individual Learning Activities

f. **Family Involvement:** Complete **Label-Ease** (p. 528). Use the method described on the handout to determine the nutritive value of foods you currently have in your home. (6.1.1)

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g. Make a list of all the sources of nutrition information you could use. Include community resources available to help meet family nutritional needs. Add these to your Resource Notebook. Collect pamphlets or information on nutrition from the various sources. Explain to your teacher the reasons why you feel these are good sources of nutrition information for you and your child. (6.1.2, 6.1.10)

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h. Interview a senior citizen, your parent(s), and a peer regarding feeding or mealtime environments and schedules when they were children. Compare the similarities and differences between approaches to feeding or mealtime environments or routines. Reflect on your findings using the questions below. (6.1.5, 6.1.9)

(1) What is a healthy mealtime environment for children?
(2) Why are mealtime or eating routines important to children? Their families?
(3) How will you create a healthy mealtime environment that is appropriate for your child?
(4) What mealtime or feeding routines are important to your child now? A year from now?

Competency 6.1: **Employ strategies designed to meet the nutritional needs of infants and children *(continued)***

Group Learning Activities

i. Visit your local grocery store and diagram the layout. With assistance from the teacher, design a checklist to use while shopping for groceries that corresponds with the local store. Explain how careful shopping can help you maintain an adequate food supply for your child. (6.1.6)

j. Examine community services available for supplying food to those who need it. Discuss the consequences if these sources were to be discontinued. (6.1.6)

Processing Questions
- *What would be the effects on a child? A family? The community? How would this affect your community either economically or ethically?*
- *What are your reactions to this activity?*
- *Will acting on this information have positive long-term consequences?*

k. Use classroom resources to make a list of safe food storage and handling procedures for food. Invite experts from the health department to class to discuss the consequences of unsafe food handling. (6.1.7)

FHA/ HERO

l. Plan an ethnic food day. Invite families to participate. Videotape the event including comments from the participants. (6.1.8)

Processing Questions
- *What do the values, goals and beliefs of those involved in the ethnic day have on the selection of food?*
- *How do you feel about your family heritage and others as the result of this activity?*

Individual Learning Activities

Action Project

i. Read **Feeding Time Routines** (p. 464-465) and create a plan for mealtimes and feeding times for your child. Show your plan to your teacher and explain your choices. Implement your suggestions with your child and family at home. Describe the experience and the impact of your actions. (6.1.5, 6.1.9)

j. Identify sources of food for your family. Design a calendar/diary to be used to chart when food is brought into your house and when it is used up. Make copies or laminate for repeated use. Post on the refrigerator at home. (6.1.6)

k. Interview health department personnel, extension specialists, WIC personnel, or medical experts regarding safe procedures for food handling and storage. Make a poster for your home to remind family members of these procedures. (6.1.7)

Processing Questions

- *What criteria should be used to decide what to do regarding the safe handling of food?*
- *What might happen if you follow these recommendations? What would be the short-term consequences? The long-term consequences?*

FHA/ HERO

l. **Family Involvement:** Interview members of your family about the influence of cultural, ethnic, or family traditions related to food. Make a collection of recipes or a list of foods commonly eaten by your family. Working with your classmates or FHA/HERO chapter, create and distribute a cookbook with these recipes. (6.1.8)

Competency 6.2: Employ strategies designed to meet children's hygiene needs

Learning Activities

Group Learning Activities

a. Use classroom resource to define the word *wellness* and identify parenting behaviors that contribute to children's wellness. Define the word *hygiene* and explain how meeting hygiene needs can contribute to wellness. Make a list of common practical problems regarding hygiene needs on the chalkboard, such as those listed below. (6.2.1, 6.2.2)

(1) What should I do about caring for hair?
(2) What should I do about caring for children's teeth?
(3) What should I do about keeping toys and equipment clean?
(4) What should I do about pet care and handling?

Processing Questions
- *How should you go about deciding what to do in these situations?*
- *What information do you need to use as you decide what to do?*
- *How can you tell when that information is relevant? Reliable? Reasonably adequate? Comprehensive?*
- *What are the consequences of neglecting children's hygiene needs?*
- *How can reliable information about children's hygiene needs be made available to others?*

FHA/ HERO

b. Plan and organize a health fair regarding wellness and hygiene for children. Ask representatives from agencies who can provide information on the issues that you identified in the previous activity. (6.2.2, 6.2.3, 6.2.4, 6.2.5)

Processing Questions
- *Who are the experts in your community regarding wellness and hygiene for children?*
- *Why is this information important?*
- *What did you learn from planning and organizing this activity?*
- *How did this activity affect others?*

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.2.1	Identify elements of wellness
6.2.2	Identify the need for healthful hygiene
6.2.3	Establish routines for healthy hygienic practices
6.2.4	Establish healthful hair care practices
6.2.5	Establish healthful dental care practices
6.2.6	Clean/sanitize toys and equipment
6.2.7	Supervise pet care/handling

Individual Learning Activities

a. Use classroom resources to define the words *wellness* and *hygiene*. Read the examples below and discuss with your teacher how meeting children's hygiene needs can contribute to wellness. Decorate a large folder or notebook, with words, pictures, and drawings to create a portfolio of hygiene information you can use as a parent. Your portfolio might include magazine articles, class notes, charts, journal entries, and pamphlets about hygiene issues. At the end of your study of hygiene issues, use **Hygiene Portfolio Assessment** (p. 531) to assess your work. (6.2.1, 6.2.2, 6.2.3)

(1) Latisha received a call from the day care provider that her two-year-old daughter is infested with head lice.

(2) Joe's 11-month-old son is crawling all over the apartment. Joe has a pet cat. Joe is worried that the child will try to pull the cat's hair or will get into the kitty liter box.

(3) Erika's one-year-old daughter has several teeth. Erika is wondering when she should start to brush her daughter's teeth.

(4) Alex has heard that kids can get baby bottle tooth decay, but he doesn't know much about it. He is concerned that his girlfriend is always giving their eight-month-old daughter a bottle of fruit punch or soft drinks.

(5) Gwen's mother takes care of Gwen's daughter and two other toddlers during the day while Gwen is at school. The kids have recently been giving each other colds. Gwen feels that they get them from chewing on the same toys, but she doesn't know what to do to prevent this.

b. Use classroom resources to determine products to use for regular hair care, a suggested schedule for hair care, and what to do for hair hygiene problems such as lice infestation or cradle cap. Keep a record of how you care for your child's hair, using these suggestions. (6.2.4)

Competency 6.2: Employ strategies designed to meet children's hygiene needs *(continued)*

Group Learning Activities

c. Invite a health professional to the classroom to demonstrate proper hand washing techniques. Practice hand washing techniques in class and test your ability to rid your hands of germs by using a substance that reflects the location of germs after hand washing under a black light. Keep washing until there are no more germs on your hands. (6.2.3)

> **Teacher Note:** A product called GloGerm is available from the Brevis Company and comes in powder or liquid form. It can be applied to students' hands before washing. After washing, placing students' hands under a black light will reveal areas where germs remain and they did not wash properly. Contact your local infection control department or hospital to obtain more information about this product or local availability.

FHA/ HERO

d. Read aloud in class the children's book, *Our Tooth Story* by E. Kessler and L. Kessler. Read **The Facts About Baby Bottle Tooth Decay** (p. 534). Plan a community service project to help parents understand the importance of avoiding bedtime bottles and beginning good dental habits when their children are young.

Processing Questions

- *Why should parents be aware of helping children develop good dental habits?*
- *What happens when children experience baby bottle tooth decay?*
- *What can parents do to ensure good dental health in their children?*

e. Use classroom resources to determine appropriate procedures for cleaning and sanitizing toys. Bring a variety of toys from home and practice sanitizing and cleaning them in the classroom. (6.2.6)

Processing Questions

- *What are the consequences of cleaning and sanitizing toys at home?*
- *What would happen if toys were not cleaned or sanitized?*
- *What would keep a parent from cleaning and sanitizing toys?*

f. Use classroom resources to identify proper pet care and handling techniques as related to children's hygiene needs. Invite a guest speaker to discuss the responsibilities of pet ownership. (6.2.7)

Processing Questions

- *What unsanitary conditions can be caused by owning a pet?*
- *How might children's' hygiene be affected by ignoring this information?*

Individual Learning Activities

c. Read **Dental Care: Good Beginnings** (p. 532-533). Choose one of the dental care issues below related to the age of your child and collect information about that issue from classroom or community resources. Develop a plan to implement the suggestions with your own child. Make a journal entry in your hygiene portfolio about your actions to implement these suggestions. (6.2.5)

(1) Teething Time
(2) Weaning Children from a Bottle
(3) Developing Good Tooth Brushing Habits
(4) Developing a Schedule for Dental Care
(5) Choosing Foods to Promote Good Dental Health

d. **Family Involvement:** Complete **The Facts About Baby Bottle Tooth Decay** (p. 534). Take home other resources to share with your parent(s), such as a video or photos. Talk with your parent(s) about how this information might differ from the information and/or advice given to them as young parents. After completing the pledge at the bottom of the student resource, chart your progress toward avoiding decay of your child's teeth. Discuss your progress with your teacher.

Action Project

e. Interview the director of a child care center to determine what the center does to clean and sanitize toys and the suggestions they make to parents about cleaning and sanitizing toys at home. Add your findings to your hygiene portfolio. Design a poster or pamphlet describing how to clean and sanitize toys and equipment. Arrange to have the poster displayed or to distribute the pamphlet to other parents. Implement the suggestions and keep your child's toys clean and sanitized for several weeks. Write a journal entry about the effects of your actions. (6.2.6)

f. If you have pets at home, interview a veterinarian to determine appropriate hygiene procedures for your pet and to protect your family from poor healthy effects due to your pet. Create a plan to keep your pet clean and minimize poor health effects on your family. Add the plan to your hygiene portfolio. (6.2.7)

Competency 6.3: Employ safety practices to minimize hazards

Learning Activities

Group Learning Activities

a. On the chalkboard or a poster, write the practical problem "How can I use safety practices to minimize hazards?" Using teacher-created hazard cards (pictures cut from magazines and laminated), play "Name That Hazard." Examine the picture on each card and identify the common household hazard depicted on the card. Following the game, make a list of criteria for a safe living environment that would help a parent avoid the hazards you identified on the cards. Compare your list with **Home Safety Checklist for Families with Young Children** (p. 535-537). (6.3.1, 6.3.2)

> **Teacher Note:** Some cards can include pictures without hazards to stimulate discussion.

Processing Questions

- *Has your child ever been injured in your home?*
- *How did you feel?*
- *How could this accident have been prevented?*
- *Are there other factors to consider when creating a healthy and safe environment for your family?*
- *How can you improve your living environment to improve health and safety?*
- *Will becoming more safety conscious have positive long-term consequences?*
- *How can you encourage others to become more safety conscious in your home? Your school? Your community?*

FHA/ HERO

b. Use the laminated cards from the previous activity to play the game with elementary children or day care students as a service project. Photograph or videotape the project for your chapter notebook. (6.3.1, 6.3.2)

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.3.1	Identify common accidents that occur in the home
6.3.2	Establish criteria for a safe living environment
6.3.3	Establish criteria for a nonviolent home and community
6.3.4	Comply with laws regarding vehicle safety
6.3.5	Check toys for safety and needed repair
6.3.6	Identify potential environmental hazards
6.3.7	Plan emergency exit for use in the event of fire
6.3.8	Dispose of wastes

Individual Learning Activities

Action Project

a. Make a list of common accidents that can occur in a home. Pretend that you are a home safety inspector. Use **Safety Around the House** (p. 538) to identify hazards or dangers in each room and what you would do to solve those problems. Use the **Home Safety Checklist for Families With Young Children** (p. 535-537) to check the accuracy of your findings and see if you overlooked any hazards. Using the checklist, evaluate your home for safety hazards. Correct those hazards that present a problem for your child or your family. Keep a record of the changes you make and the impact those changes will have on the safety of your child. Place the home safety checklist in your Resource Notebook. (6.3.1, 6.3.2)

Processing Questions

- *Whose responsibility is it to make sure that your home environment is safe for your child?*
- *What would happen if the hazards you corrected were left unattended?*
- *What does a parent need to believe in order to make a safe home environment for a child?*

b. **Family Involvement:** Hold a family meeting to plan how to exit from your home in the event of a fire. Sketch a floor plan of your home and diagram your fire emergency exit plan. Identify exits such as windows and exterior doors. Label a safe exterior meeting place for family members. Imagine that there is a fire, and practice the plan as a family. (6.3.7)

Competency 6.3: Employ safety practices to minimize hazards *(continued)*

Group Learning Activities

FHA/HERO

c. Imagine that you are looking for a home. List things you would consider about the safety of the community environment. Read **This Home Is a Human Sanctuary** (p. 539), and discuss how the criteria on the handout might support nonviolence at home and in the community. Read the ideas below and discuss how each might have an impact on reducing violence in a community. Choose one of the ideas and develop a project to make your community more aware of the issue. (6.3.3)

(1) Create a peace officer corps
(2) Reduce alcohol and other types of drug abuse
(3) Reduce the prevalence of domestic violence and child abuse and neglect
(4) Reduce the amount of violence on television and in the movies
(5) Reduce and regulate the possession of handguns
(6) Increase the availability of safe places
(7) Increase the availability of health care for women and mental health and supportive services for all

Processing Questions

- *What agencies in your community support nonviolence in the home and community?*
- *How can you make a child feel safe, yet still cautious?*
- *Are fingerprinting, photo identification available in your community? Are they effective?*

FHA/HERO

d. Invite a guest speaker whose expertise is toy safety and age appropriateness to discuss this topic with the class. Using the information from the speaker, prepare a checklist for evaluating toys for safety for a variety of age groups. Create safety posters and display them in your school or community. (6.3.5)

Processing Questions

- *Why is toy safety important?*
- *When purchasing second hand toys or borrowing from a toy lending library, what criteria for safety should be used?*
- *How would you handle someone giving your child an unsafe toy?*

Individual Learning Activities

c. Collect newspaper articles about issues of violence in your community. Identify concerns specific to your geographical area. Using information from the articles and materials you have about community resources, identify agencies you could turn to to support nonviolence in the home and community. Read **This Home Is a Human Sanctuary** (p. 539), and explain the criteria you could use in your home and in your community to maintain a safe and nonviolent environment for your child. (6.3.3)

Processing Questions

- *How do events that happen in our community, state, nation and world affect our feeling of safety?*
- *How can having a nonviolent home environment support nonviolence at the community level?*
- *What types of action can you take in your home to support nonviolence?*

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d. Read **Toys May Be Hazardous . . . Choose Wisely** (p. 540). Based on the age of your child, make a checklist for toy safety for your own home. Take the list home and evaluate your child's toys for safety and needed repair. Develop a plan for maintaining safe toys. (6.3.5)

Competency 6.3: Employ safety practices to minimize hazards *(continued)*

Group Learning Activities

FHA/ HERO

e. Invite a panel of environmental specialists from government, industry, parks and recreation, and local agencies to provide information regarding environmental hazards and waste disposal (i.e., batteries, aerosol cans, recyclables) in your community, state, and county. Create a series of public service announcements to be read over your school's public address system with recommendations to increase awareness within the school and community. (6.3.6, 6.3.8)

Processing Questions
- *What can you do to create a healthier environment for your child, family, and community?*
- *How is disposal of waste handled within your family? Your community?*
- *What are the benefits of being aware of potential environmental hazards and wastes?*

f. In cooperative groups, prepare a list of questions regarding use of car seats, seat belts, and traffic safety laws. Share personal experiences regarding use of car seat/seat belts with the class. As a cooperative group, select one of the topics below, research the laws and safety procedures related to that topic, and present your findings to the class. (6.3.4)

(1) How to Buy a Car Seat (Reference **Buying a Car Seat** (p. 541-542)
(2) Buckling Up for Safety (Adult seat belt use and children safety seat use)
(3) Vehicle Safety Laws Parents Should Know

g. Interview medical and law enforcement personnel regarding their experiences with compliance and noncompliance of car seat/seat belt laws, and the consequences of not following these laws. In small groups, design a plan for encouraging car seat/seat belt usage in your families. Write journal entries describing how your plan is working. (6.3.4)

Processing Questions
- *What are the most current laws regarding car seat/seat belt safety?*
- *Why are they necessary?*
- *How do I get my child to use car seats/seat belts?*
- *What programs are available to obtain a free or low-cost car seats/ seat belts?*
- *What were the reactions of the caregiver/support persons regarding the use of child restraints?*
- *How does your use of car seats/seat belts affect others?*
- *What are the consequences of not using child restraints?*

Individual Learning Activities

e. Collect newspaper and magazine articles and community service brochures and announcements related to environmental hazards and disposal of wastes (i.e., batteries, aerosol cans, recyclables) in your community, state, and county. Identify environmental hazards and waste about which your family needs to be aware. Develop a plan to properly dispose of waste that is generated by your family. (6.3.6, 6.3.8)

f. Read **Buying a Car Seat** (p. 541-542). Visit a store and evaluate several car seats. Write letters to manufacturers of car seats to tell them about your assessment of their products. (6.3.4)

g. **Family Involvement:** Obtain a videotape about using children's car seats and vehicle safety and view it together at a family meeting. Obtain written comments from family members reflecting on this experience. Develop a plan for maintaining safe toys. (6.3.4)

Unit 6: Creation of a Healthy, Safe Environment

Competency 6.4: Demonstrate basic first-aid skills

Learning Activities

Group Learning Activities

a. On the chalkboard, make a list of first-aid and emergency procedure skills parents should know. Identify those skills you know something about and make a list of skills that you would like to further develop.

Processing Questions

- *Why is it important for parents to know basic first-aid skills?*
- *What experiences have you had with emergency situations?*
- *Where could you go in your community to learn more about these skills?*

b. Make a baggie book that is a personal phone book a child could use in an emergency situation. Include numbers for physician, poison control center, neighbor, relative, and parent's work. Include photographs with phone numbers. (6.4.4)

> **Teacher Note:** Baggie books are made by inserting posterboard squares into ziplock bags with desired information. The baggie pages are stitched together, by hand or machine on the end opposite the zipper.

FHA/HERO

c. Make a list of necessary items for a home or a car first-aid kit. Explore options for obtaining free or low-cost items for the kit (Kiwanis, local PTA, churches and service organizations.) Assemble the kits. (6.4.3)

d. Invite experts to train your class in the areas of first-aid and infant/child CPR. (6.4.1, 6.4.2)

FHA/HERO

e. Use classroom resources and information obtained from the speaker in the previous activity to design posters outlining basic first-aid procedures for one or more of the emergency situations listed below. Display the posters in the community.

(1) Burns
(2) Cuts
(3) Poisoning
(4) Broken bones

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.4.1 Obtain infant and child CPR training
6.4.2 Obtain basic first-aid training
6.4.3 Maintain a first-aid kit
6.4.4 Identify procedures for obtaining emergency medical assistance

Individual Learning Activities

a. Share experiences you have had or have heard other parents have had regarding medical emergencies. Make a list of first-aid procedures that you think you should know as a parent. Discuss with your teacher ways in which you could learn these skills using classroom and community resources. Set appropriate goals for learning these skills.

b. Working with your teacher, role-play the procedure of calling 911 or emergency numbers. Practice this call with your child if age-appropriate. Use an audiotape to record the practice session. Share the results with your instructor. (6.4.4)

Action Project

c. Use classroom resources to identify basic first-aid procedures. Read **First-Aid Supplies** (p. 543) and identify the purpose of the various items that should be placed in a first aid kit. Assemble these items for a first-aid kit for your home. Keep the kit in a specific place in your home so that everyone in the family knows the location and can use it in an emergency. (6.4.3)

Processing Questions

- *Why is it important to have a first-aid kit?*
- *How can others benefit from your knowledge of first aid?*
- *Why is it necessary to review first-aid information periodically?*

d. **Family Involvement:** Enroll with your parent(s) in a first-aid and infant CPR course. After the training, discuss the importance of knowing this information. (6.4.1, 6.4.2)

e. **Family Involvement:** Design and compile a folder for your child including identification records, child's personal history, current photograph, immunization record, consent for medical treatment, and emergency phone numbers. Use the **Checklist for Developing Your Child's Personal Information** (p. 544) to collect the information for this folder.

Unit 6: Creation of a Healthy, Safe Environment

Competency 6.5: Care for children during illness

Learning Activities

Group Learning Activities

a. On the chalkboard, write the practical problem "What should I do when my child is ill?" Read the situations below and identify some common signs and symptoms of common childhood illnesses. Use classroom resources to complete a chart of these illnesses and their symptoms. Make a list of things you need to know how to do as a parent when such situations arise. (6.5.1)

Processing Questions
- *Why is it important identify signs and symptoms of childhood illness?*
- *How will your child benefit by your knowledge in this area?*

b. Complete **Learning Centers for Caring for Ill Children: Worksheet** (p. 546-547). Working with a partner, circulate through the various work stations and complete each learning task. (6.5.2, 6.5.3, 6.5.4)

Processing Questions
- *What insights have you become aware of as a result of these activities?*
- *How can good communications skills with medical personnel during illness enhance the care of your child? Yourself? Others?*

Teacher Note: Set up the learning centers using **Learning Centers for Caring for Ill Children: Teacher Guidelines and Directions** (p. 545).

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.5.1 Identify the signs and symptoms of common childhood illnesses
6.5.2 Communicate information about signs and symptoms to medical personnel
6.5.3 Monitor the administration of medication
6.5.4 Measure child's temperature using a thermometer
6.5.5 Evaluate alternative ways to provide needed care and medical treatment for ill children
6.5.6 Identify community resources available to help meet family health care needs

Individual Learning Activities

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a. Interview your pediatrician or a visiting home health care nurse about the symptoms of common childhood illnesses and the ways to treat those (including administering common medications and taking a child's temperature) that do not require a doctor's care, such as those listed below . Keep this information in a notebook at home for handy reference. (6.5.1, 6.5.3, 6.5.4))

(1) Common cold
(2) Slight fever
(3) Headache
(4) Constipation
(5) Diarrhea

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b. **Family Involvement:** With your teacher, role-play communicating the following information about signs and symptoms to medical personnel. Tape-record your role-plays and play it back for your parent(s) at home. Discuss what you have learned about communicating with health care professionals with your parent(s). (6.5.2)

(1) Runny nose, dry couch, no fever
(2) High fever, seems disoriented
(3) Rash
(4) Low fever, low energy for several days

Processing Questions

- *Why is it difficult for some parents to communicate with medical personnel?*
- *What do you need to be prepared to do when communicating with medical personnel?*
- *What skills do you need to communicate well with medical personnel?*
- *What information do you need to know when communicating with medical personnel about an illness or accident?*

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Competency 6.5: Care for children during illness *(continued)*

Group Learning Activities

c. Make a list of ways parents can provide care and medical treatment for ill children. Compose a list of questions to use as criteria to rate the alternatives available. (6.5.5)

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d. Use a map of the community to identify where each member of the class lives and mark those locations on the map. Then generate a list of community resources available to help meet family health care needs such as pediatricians, clinics, well-baby clinics, medical centers, hospitals, and emergency care facilities. Add this information to your Resource Notebook. Mark the locations of these on the map as well. Discuss the locations of the nearest medical facilities and which you would be most likely to use when your child is ill. (6.5.6)

Individual Learning Activities

c. Make a list of the alternative ways you have of providing needed care and medical treatment for your child when he or she is ill. List the advantages and disadvantages of using each of these alternatives. Evaluate these alternatives and make a plan for caring for your child should illness occur. Share your plan with your teacher. (6.5.5)

Processing Questions

- *Why is it important to have such a plan as a parent?*
- *Are there some alternatives available to you that you would not use? Why or why not?*
- *What are the consequences of your plan for your child? For you? For your family? For your community?*

d. Compile information of available community resources to help meet family health care needs. Add this to your Resource Notebook. Include pamphlets, phone numbers, a summary of services and the name of a contact person for each resource identified. (6.5.6)

Competency 6.6: Evaluate child-care services

Learning Activities

Group Learning Activities

a. Survey parents (including the teen parents you know) to determine the types of child care they use and the reasons why child care is needed. Compare your list with those identified on **Child-Care Alternatives** (p. 548). Compile a list of different kinds of formal and informal child-care alternatives available in your community. (6.6.1)

Processing Questions

- *Why is child care a need for so many parents? For teen parents?*
- *What types of child care are most frequently used? Why?*
- *Why should parents be concerned about child-care options?*

b. Visit several public and private child-care centers and home-care providers or invite center directors and home-care providers to describe their services, including the information listed below. On a chart, summarize the information and use **Choosing Child Care** (p. 549) to evaluate and compare the programs. (6.6.1, 6.6.2, 6.6.6)

(1) Age of children enrolled
(2) Hours open
(3) Cost or care, special enrollment fees
(4) Policy regarding care of sick children
(5) Typical daily schedule
(6) Meals, snacks served
(7) Ration of children to providers
(8) Curriculum for different aged children

Processing Questions

- *Is it important to have reliable and comprehensive questions when exploring child-care options?*
- *What values, goals and beliefs do you have regarding child care?*
- *What benefits does child care provide to your child? to you? to your family? to your community?*

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.6.1 Develop criteria for assessing child-care providers
6.6.2 Compare the types, costs, and benefits of child care available in the community
6.6.3 Identify potential child-care emergencies
6.6.4 Identify ways to protect children from harm in a child-care environment
6.6.5 Identify steps to take if a child is missing
6.6.6 Apply problem-solving strategies in determining how to meet child-care needs outside the family
6.6.7 Monitor the quality of child-care services received
6.6.8 Maintain ongoing communication with child-care providers
6.6.9 Identify community resources available to help meet family child-care needs

Individual Learning Activities

a. Write the practical problem, "What should I do about finding child care for my child?" Make a list of practical problem solving questions, such as those listed below. Create a notebook or folder for collecting information, reflecting on and evaluating your options, and developing a written plan for providing child care. (6.6.6)

(1) What are my child-care alternatives?
(2) What resources (community, personal, financial) do I have for providing child care for my child?
(3) What criteria should I use to evaluate formal and informal child-care alternatives?
(4) How should I manage the child-care situation once I have decided on an alternative?

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b. Read **Child-Care Alternatives** (p. 548) and make a chart with the different alternatives available to you for child care. Search the Internet for additional information. Investigate each type and record information about that type of child care on your chart, such as the information described below. (6.6.2)

(1) Age of children enrolled
(2) Hours open
(3) Cost or care, special enrollment fees
(4) Policy regarding care of sick children
(5) Typical daily schedule
(6) Meals, snacks served
(7) Ration of children to providers
(8) Curriculum for different aged children

Competency 6.6: Evaluate child-care services *(continued)*

Group Learning Activities

c. In small groups, choose one of the case studies below and identify the child-care emergency or issue involved in the situation. As a group, decide what you would do in this situation. Share your solution with the class and justify your recommended action. (6.6.3, 6.6.4, 6.6.5)

(1) You are caught in a traffic jam and cannot pick up your child at the child-care center at the appointed time. The center is scheduled to close before you will arrive.
(2) Your three-year-old is complaining that the other children at the child-care provider's home are picking on her.
(3) When you arrive at your child-care provider's home to pick up your child, the provider informs you that a man claiming to be your uncle picked up the child an hour ago. You have no uncle.
(4) When asked what your child did at the child-care center today, he explains he sat in the time-out chair all morning.
(5) The home-care provider you have used regularly for the past five months explains to you that she is seriously ill and will require immediate hospitalization for an indefinite period of time. You have no back-up provider.
(6) Your child ran a temperature of 104 degrees last night and the child-care center will not take a child with a fever. You feel you must be at school and have no one to care for your child.
(7) Your new boyfriend volunteers to watch your child while you are at work. You need help with child care, but you are worried you don't know him well enough.

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d. Compose a list of questions to use when interviewing potential child-care providers. Compare your list to those identified on **Interviewing a Child-Care Provider** (p. 550). In pairs, conduct a mock interview with one person assuming the role of the parent and the other person the role of a potential provider. (6.6.1)

Individual Learning Activities

c. Read **Choosing Child Care** (p. 549). and evaluate the child-care options available to you. Write the advantages and disadvantages of each option in a chart to be placed in your notebook. Select one of the alternatives and justify your decision. (6.6.1, 6.6.6)

d. Make a list of possible emergency situations that you might face that would require an alternative child-care plan, such as those listed below. Make a contingency plan for these situations and place it in your notebook. (6.6.3, 6.6.4)

(1) Your child is ill and cannot go to the center.
(2) You cannot pick up your child at the appointed time.
(3) Your provider is suddenly unable to care for your child.
(4) You suspect that your child has been harmed or mistreated while under a provider's care.
(5) Your friend has been caring for your child for a minimal cost. You are glad to have the help, but the child cries each time you leave her with your friend.

Competency 6.6: Evaluate child-care services *(continued)*

Group Learning Activities

e. Invite a panel of parents who use a variety of child-care options to class to discuss ways to maintain communication with providers and maintain quality services. Prior to the panel, compile a list of questions for panel members. Summarize your findings from the panel in a poster or bulletin board. (6.6.7, 6.6.8)

Processing Questions

- *What are potential emergencies in a child-care environment?*
- *Can child-care needs be met outside the family?*
- *What are the characteristics of good child-care?*
- *Why is it important to maintain ongoing communication with the child-care provider?*

Teacher Note: Work with your local child-care resource and referral agency to sponsor a seminar for child-care providers on adolescent parents as consumers of child-care services.

f. Brainstorm a list of possible issues or concerns that can arise between parents and their child-care providers, such as those listed below. For each situation, write an "I-message" to convey your feelings to the provider. Role-play the various situations with your teacher acting as the provider and practice using the "I-messages."

(1) You disagree with a discipline technique the provider is using with your child.
(2) Your provider is not making sure your child takes a nap at a regular time.
(3) You feel your child watches too much television under the provider's care and would like to see more interactive activities.
(4) When you arrive at the appointed time to pick up your child, his things are never collected and he is not ready to leave. (6.6.7, 6.6.8)

Processing Questions

- *How important is effective communication with your child-care provider?*
- *How can "I-messages" be used to communicate with your child-care provider?*
- *What would happen in each of these situations if you choose to accept things as they were and failed to communicate your concerns?*

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g. Make a list of community resources available to meet child-care needs. Group the list according to services provided. Put the information on a bookmark and print quantities to be distributed in the children's section of the public library. (6.6.9)

Individual Learning Activities

e. Read **Monitoring Child Care** (p. 551), and place a copy in your notebook. While using your selected child care option, keep a record of ways you monitor your child care.

Processing Questions

- *What happens when parents fail to monitor the quality of care their child is receiving in a child-care setting?*
- *What skills do you need in order to monitor care effectively?*
- *Why is it difficult for some parents to effectively monitor their child's care?*

f. Research community resources that are available to help you find child care and manage that care. Collect brochures about these resources and their respective services and add them to your Resource Notebook.

Action Project

g. Evaluate your present options for child care and make a decision about which provider to use. Develop a back-up plan. Keep a record of your use of those services and the ways in which you maintain and communicate with your provider. Reflect on the consequences of your decision for yourself, your child, and your family. (6.6.6)

Competency 6.7: Contrast discipline techniques

Learning Activities

Group Learning Activities

a. Use classroom resources such as **What Does Discipline Mean?** (p. 552) and **Should I Use Punishment?** (p. 553-554) to develop a definition of the terms *discipline*, *guidance*, and *punishment* and develop examples of each. List questions you have about guidance and discipline, such as those listed below. (6.7.1)

(1) When is it appropriate to begin disciplining children?
(2) What does it mean to use age-appropriate discipline techniques?
(3) In what situations is discipline appropriate? When is it more appropriate to use guidance?

Processing Questions

- *What is the difference between discipline and positive guidance?*
- *What types of discipline are you are you familiar with?*
- *Have you ever disciplined a child?*
- *Who do you think is responsible for disciplining a child?*

Unit 6: Creation of a Healthy, Safe Environment

Competency Builders:

6.7.1 Differentiate between discipline and guidance
6.7.2 Establish criteria for determining when to begin disciplining children
6.7.3 Determine whether discipline or guidance techniques should be used in given situations
6.7.4 Select age-appropriate discipline techniques
6.7.5 Evaluate consequences of different discipline approaches
6.7.6 Evaluate whether given parental responses to common childhood behaviors are appropriate or inappropriate

Individual Learning Activities

a. Use the questions below to write or tape-record a journal entry on what the terms, *discipline*, *guidance*, and *punishment* mean to you. After you have completed your journal entry, use classroom resources such as **What Does Discipline Mean**? (p. 552) and **Should I Use Punishment?** (p. 553-554). to develop a definition and examples for these terms. (6.7.1)

(1) What does discipline mean to you?
(2) What is the purpose of discipline?
(3) What is the difference between discipline and punishment?
(4) What does it mean to guide children?
(5) Does guidance involve punishing children? Why or why not?
(6) What discipline choices do parents have?

Processing Questions

- *How were you disciplined as a child? Was the discipline effective? Why or why not?*
- *Was it appropriate? Why or why not?*
- *Do some types of behavior warrant different discipline techniques?*
- *What impact does the parent/caregiver's response have on the repetition of the disciplined behavior?*
- *How do values influence your disciplinary techniques?*
- *What effects do your discipline techniques have on the well-being of your child? Other children? Your community?*

Competency 6.7: Contrast discipline techniques *(continued)*

Group Learning Activities

b. Make a list of methods of discipline and guidance you have observed parents use with children to shape their behavior. Use classroom resources to describe each of the techniques listed below. Decide which techniques might be appropriate with specific ages of children and which techniques might not be appropriate at all. Make a pictorial time line of appropriate discipline techniques from birth to age five, using pictures, magazines, and drawings. Discuss the consequences of using these guidance techniques with children. (6.7.2, 6.7.4, 6.7.5)

(1) Setting realistic rules and expectations
(2) Using natural and logical consequences
(3) Using positive reinforcement and encouragement
(4) Communicating effectively
(5) Redirecting

Processing Questions

- *Why should parents be concerned about how to discipline or guide their children?*
- *What happens when parents neglect their responsibility to guide their children?*

c. Take a field trip or arrange for an observation at a day-care setting. As you observe, pay particular attention to types of discipline and guidance techniques being used. Make a list of the consequences of using these discipline and guidance techniques. (6.7.5)

d. Working with a classmate, list rules you remember being enforced in your family when you were a child. Share your list with the class and choose one of the rules on your list that you intend to keep as a parent and one that you would throw out. Discuss your selections. Read **Rules About Rules** (p. 556) and explain why the rules you decided to keep were good rules.

Individual Learning Activities

b. Select a parenting mentor who has been successful in raising children and interview that person regarding discipline techniques. Use interview questions such as those listed below. Record the conversations on audiotape and share with your teacher or other teen parents. (6.7.2, 6.7.3, 6.7.4)

(1) When did you begin to discipline your child?
(2) What discipline techniques do you use?
(3) How do you know which discipline techniques are age-appropriate?
(4) What do you consider when you decide how best to discipline your child in specific situations?

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c. **Family Involvement:** Read **Your Discipline Checklist** (p. 555). Share other materials, such as a video. Choose those suggestions you would like to implement as you discipline your child. Discuss these suggestions with your parent(s). Use the suggestions as you guide your child and talk with your teacher about your experiences. (6.7.4)

> **Teacher Note:** Discipline is a common area of disagreement in intergenerational families. Consider starting a Grandparent Support Group as a vehicle for introducing and discussing nonphysical discipline techniques.

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d. Complete **Communication with Children** (p. 557). Working with your teacher, select one of the communication strategies suggested on the handout and practice that technique with your child for one week. Talk with your teacher about your progress in guiding your child, using the communication strategy you have selected. (6.7.4)

Competency 6.7 Contrast discipline techniques *(continued)*

Group Learning Activities

e. In small groups, choose one of the situations below and describe whether the parenting behavior is appropriate for that situation. If it is not, create another scenario in which the behavior is a good example of positive guidance and discipline. Share your responses with the class. As a class, develop a list of characteristics of excellent, satisfactory, and inappropriate responses in guidance or discipline situations. (6.7.3, 6.7.6)

(1) Two toddlers are fighting over a toy. One yanks it out of the other's hands and runs away with it. The parent spanks the child who took the toy and makes him give it back.

(2) A mother is shopping in the grocery with her three-year-old child. The child does not want to sit in the cart, but would like to walk beside her mother and pick things off the shelf for her. The mother refuses the child's request. The child begins to cry and the mother, after ignoring her for a few minutes, tells her sternly to be quiet or she will take her out and put her in the car in the parking lot.

(3) A two-year-old wet his pants. His father made him wear the wet pants all day so that he would remember not to do it again.

(4) A three-year-old runs into the street. The parent runs after the child, brings her back to the sidewalk, and reminds her of the rule and the danger of running into the street.

(5) An infant will not stop crying. The parent lets the child cry alone in his crib for over an hour to show the child that crying will not always mean the child gets attention.

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f. Develop an advertising campaign to promote positive ways to guide children. Identify the concepts and techniques you want to promote in the campaign, create a slogan for the campaign, and make a plan for getting the information to parents or local businesses, doctors' offices, grocery stores, etc.

Individual Learning Activities

e. Make a poster illustrating common childhood behaviors you can expect from your child now and during the next year of his or her growth. For each common behavior, identify one or more positive guidance or discipline technique you could use that would be age-appropriate. Share your poster with your teacher and justify your choices. Use **Discipline Poster Assessment** (p. 558) to assess your work. (6.7.3, 6.7.6)

Action Project

f. Develop a list of age-appropriate positive guidance and discipline techniques for your child. Implement the techniques you have selected and keep a record of your responses to various guidance situations. Reflect on the impact of your use of various techniques. How did your positive guidance and discipline technique affect you? Your child? Your family? (6.7.4)

Competency 6.8: Develop strategies for establishing cooperative parenting environments

Learning Activities

Group Learning Activities

FHA/ HERO

a. Plan a celebration at school to recognize all the people who serve as parenting partners, providing parenting assistance to you in your role as a parent. Begin by making a list of the parenting partners to invite. Then plan and implement ways to recognize them for their efforts and let them know you appreciate their help. Photograph or videotape the appreciation celebration for your chapter notebook. (6.8.1, 6.8.2)

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b. Using newsprint in small groups, create a visual organizer showing the support you have in your parenting role. Share with the class. (6.8.3)

Processing Questions
- *How can you elicit support for your role as a parent?*
- *Who supports you in your role as a parent?*
- *Are you comfortable communicating with others about you parenting role?*
- *What effect will your communicating with others regarding parenting have on the well-being of your child? Other children? Your community?*
- *How do the viewpoints of others impact your parenting style? role? strategies?*
- *How has the way you were parented influenced your parenting?*

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c. In small groups, create samples of situations in which parenting partners disagree on parenting practices or beliefs. Write each sample situation on an index card. Shuffle the cards and choose one per group. Read the situation you have selected and explain how you could use a conflict resolution process to resolve the issue. Create a skit to share your solutions with the class.

Processing Questions
- *How can you develop strategies for resolving conflict regarding parenting?*
- *What skills do you need to resolve these conflicts?*
- *What happens when these conflicts go unresolved?*
- *How can your strategies for resolving conflict affect other areas of you life?*

Teacher Note: See Competency 7.8 for a suggested conflict resolution process.

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d. Create a classroom bulletin board illustrating community resources that parenting partners could use to support them in the parenting process.

Competency Builders:

6.8.1	Identify partners in parenting
6.8.2	Communicate with partners in parenting
6.8.3	Identify ways to elicit support for own parenting role
6.8.4	Identify areas of agreement and conflict regarding parenting practices and beliefs
6.8.5	Develop strategies for resolving conflict
6.8.6	Identify community resources available to help support cooperative parenting partnerships

Individual Learning Activities

a. Working with your teacher, make a list of all the people in your life with whom you share parenting responsibilities for your child. Explain the relationship each person has with your child and what that person contributes to your child's growth and overall well-being. Choose one of the people on your list and write a thank-you letter to that person explaining why you appreciate their help as a parenting partner. (6.8.1, 6.8.2)

b. Complete **Support System Card Activity** (p. 559) to determine the strength of your support system. (6.8.3)

Action Project

c. Make a list of parenting beliefs and practices on which you and your parenting partner(s) agree and areas in which you disagree. Choose one area of conflict most relevant to your situation, and in cooperation with your parenting partner, use the conflict resolution process to develop a written plan to resolve the conflict. Share your plan with your teacher and keep a journal describing what happens as you implement the plan.

Teacher Note: See Unit 7, Competency 7.8 for a suggested conflict resolution process.

d. Working with your parenting partner, make a list of community resources that will assist you in working together to parent your child. Record the names, phone numbers, and locations of these resources and keep them in your Resource Notebook. (6.8.5)

Unit 6: Creation of a Healthy, Safe Environment

Action Projects

1. Using the sample menus you designed as part of class or individual learning activities, prepare and serve these menus at home. If your child eats baby food, prepare some of the child's food using a baby food mill or grinder. Note your child's reaction to the food as well as your family's reaction. Discuss any changes you would make in the menus and why you would make those changes. Describe how the food choices you made for the menus will contribute to your child's and family's well-being. (6.1.1, 6.1.4)

2. Using the sample mealtime routines and characteristics for a pleasant mealtime environment you designed as part of class or individual learning activities, implement your suggestions with your child and family at home. Describe the experience and the impact of your actions. (6.1.5, 6.1.9)

3. Design a poster or pamphlet describing how to clean and sanitize toys and equipment. Arrange to have the poster displayed or to distribute the pamphlet to other parents. Reflect on your actions using the following questions:
   (a) What criteria should be used to decide what to print?
   (b) What consequences might this activity lead to? (6.2.2)

4. Using a home safety checklist, evaluate your home for safety hazards. Correct those hazards that present a problem for your child or your family. Keep a record of the changes you make and the impact those changes will have on the safety of your child. (6.3.2)

5. Create a first-aid kit with age-appropriate first-aid supplies for your child. Keep the kit in a specific place in your home so that everyone in the family knows the location and can use it in an emergency. (6.4.3)

6. Evaluate your present options for child care and make a decision about which provider to use. Keep a record of your use of those services and the ways in which you maintain and communicate with your provider. Reflect on the consequences of your decision for yourself, your child, and your family. (6.6.6)

7. Develop a list of age-appropriate positive guidance and discipline techniques for your child. Record your responses to various guidance situations and the impact of your use of various techniques. (6.7.4)

8. Working with one of your partners in parenting, identify an area of disagreement about parenting practices or beliefs. Use the conflict resolution process to resolve the issue and develop a plan of action to implement your agreement. (6.8.5)

9. Visit the public library and select several children's books that are related to creating a healthy, safe environment for your child (nutrition, hygiene, safety, child care, discipline, etc.). Borrow these books and read them to your child. Make a list of titles and authors to share with other parents.

Feeding My Child

Record the food your child eats for a three-day period. Use the **Food Guide Pyramid** (p. 525) to classify each food according to the levels of the food pyramid. Evaluate your child's food intake based on the foods and serving sizes suggested on the food guide pyramid.

Day 1:	**Foods Eaten**	**Food Group**
Breakfast		
Lunch		
Dinner		
Snacks		
Day 2:		
Breakfast		
Lunch		
Dinner		
Snacks		
Day 3:		
Breakfast		
Lunch		
Dinner		
Snacks		

How to Feed Your Baby Step-by-Step

Age	Food Group	Foods	Daily Servings	Feeding Tips
0-4 Months	Milk	Breast milk OR Formula*	8-12 or on demand	• Nurse baby at least 5-10 minutes on each breast • Six wet diapers a day is a good sign • There's no need to force baby to finish a bottle • Putting baby to bed with a bottle could cause choking • Heating formula in the microwave is not recommended
		0-1 month	6-8	
		1-2 months	5-7	
		2-3 months	4-7	
		3-4 months	4-6	
4-6 Months	Milk	Breast milk OR	4-6	• May need to start baby cereal (iron-fortified) • Feed only one new cereal each week • There's no need to add salt or sugar to cereal • Offer baby extra water • Use the microwave with caution
		Formula*	4-6	
	Grain	Baby cereal (iron-fortified)	2	
6-8 Months	Milk	Breast milk OR	3-5	• Add strained fruits and vegetables at first. Add mashed or finely chopped fruits and cooked vegetables later on. • Feed only one new fruit or vegetable each week • Take out of the jar the amount of food for one feeding. Refrigerate the remaining food • Try giving baby fruit juice in a cup • Offer the following foods only when baby has a full set of teeth because they may cause choking: apple chunks or slices, grapes, hot dogs, sausages, peanut butter, popcorn, nuts, seeds, round candies, hard chunks of uncooked vegetables.
		Formula*	3-5	
	Grain	Baby cereal (iron-fortified)	2	
		Bread, bagel, or bun Crackers	Offer	
	Fruit	Fruit	2	
		Baby fruit juice	1	
	Vegetable	Vegetables	2	
8-12 Months	Milk	Breast milk OR	3-4	• Add strained or finely chopped meats now. • Feed only one new meat a week. • Wait until baby's first birthday to feed egg whites. Some babies are sensitive to the egg white. It's okay to give baby the yolks. • Be patient. Babies make a mess when they feed themselves. • Always taste heated foods before serving them to baby.
		Formula*	3-4	
		Cheese Plain yogurt Cottage cheese	Offer	
	Grain	Baby cereal (iron-fortified)	2-3	
		Bread OR Crackers	2-3	
	Fruit	Fruit	2	
		Baby fruit juice	1	
	Vegetable	Vegetables	2-3	
	Meat	Chicken, beef, pork Cook. dried beans OR Egg yolks	2	
12-24 Months	Milk	Whole milk, yogurt Cheese Cottage cheese	4	• Add whole milk now. • Offer small portions and never force your toddler to eat. • "Food jags" are common now. Don't make a big deal out of them. • Respect your toddler's likes and dislikes. Offer rejected foods again. • Make meals fun and interesting. Serve colorful foods that are crunchy, smooth, or warm. • Feed your toddler at least three snacks every day.
	Grain	Cereal, pasta or rice Bread, muffins, bagels, rolls Crackers	6	
	Fruit	Cooked, juice, whole	2	
	Vegetable	Cooked, juice, whole	3	
	Meat	Fish, chicken, turkey, beef, pork Cooked dried beans or peas Egg	2	

*If you are bottle feeding, most doctors recommend iron-fortified formula. Ask your doctor which formula is best for your baby.

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Food Guide Pyramid

The Pyramid is an outline of what to eat each day. It's not a rigid prescription, but a general guide that lets you choose a healthful diet that's right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain a healthy weight.

KEY

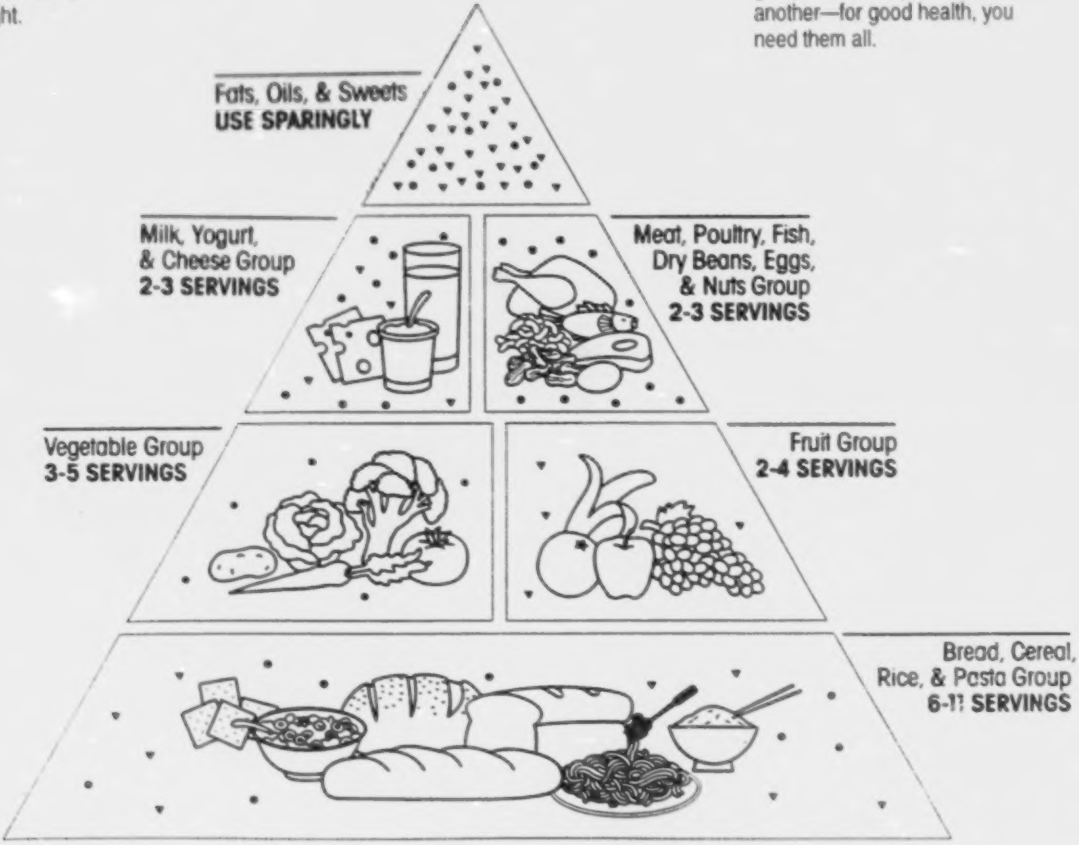
These symbols show fat and added sugars in foods.

● Fat (naturally occurring and added)

▼ Sugars (added)

The Food Guide Pyramid emphasizes foods from the five food groups shown in the three lower sections of the Pyramid.

Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another—for good health, you need them all.


Fats, Oils, & Sweets
USE SPARINGLY
Milk, Yogurt, & Cheese Group
2-3 SERVINGS
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS
Vegetable Group
3-5 SERVINGS
Fruit Group
2-4 SERVINGS
Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

Provided by: The Education Department of the National Live Stock and Meat Board.
Source: U.S. Department of Agriculture and the U.S. Department of Health and Human Services.

Menu Planning

Plan a child's menu for one day. Tally the number of servings in the Daily Summary.

Age of Child ____________________

Breakfast	Serving Size	Food Group

Lunch		Food Group

Dinner		Food Group

Snacks		Food Group

Daily Summary

Bread-Cereal-Rice-Pasta 6-11 Servings	Fruit Group 2-4 Servings	Vegetable Group 3-5 Servings	Milk-Cheese Group 2-3 Servings	Meat-Poultry-Beans-Nuts 2-3 Servings

Your Child's Nutritional Status

Not all the signs of poor nutrition will be found in any one child. However, if your child shows a number of them, consult your family physician. Although food habits play an important part in a person's nutritional status, physical defects and handicaps as well as exposure to frequent emotional stresses and strains, play equally important roles.

	Good nutrition	Poor Nutrition
General appearance and health	Facial expression alert and happy. Seems vigorous and healthy. Rarely ill.	Strained, worried expression. Listless and inactive. Frequently sick.
Growth	Child gains steadily in weight and height.	Growth curve of child shows long periods of little or no growth.
Skin	Clear, healthy skin, free of blemishes. Cheeks have ruddy glow after exercise.	Rough dry skin with many blemishes.
Hair	Glossy, springy, and alive-looking.	Dull, dry, brittle. Sometimes very oily.
Eyes	Clear and bright.	Crusts on eyelids or in corner of eye.
Mouth	Gums firm, adhering closely to teeth. Do not bleed easily.	Gums may be swollen. Bleed on slightest pressure.
Teeth	Well-formed, evenly arranged, and sound.	Unsound teeth that decay easily.
Bones	Strong and well-built. Head and chest well shaped. Legs and spine straight.	Thin bones. Fracture easily, legs misshapen. Small and flabby.
Muscles	Well-developed and strong. Size, firmness, and symmetry good.	Too weak to hold body erect.
Posture	Erect. Good body balance. After three-four years of age, abdomen does not protrude beyond the chest.	Pot belly. Round shoulders. Chest flat. Shoulder blades stick out.
Behavior	Contented, happy disposition.	Frequent behavior problems. Irritable.
Sleep	Satisfactory in amount. Sound sleep.	Insufficient and restless.
Appetite	Good. Enjoys food. Eats a good variety of foods.	Usually uncertain. Variety eaten may be very limited.

Label-Ease

Here is a way to read a nutrition label and determine if the food is nutritious.

RAISE a finger if the food has:
- 10% or more VITAMIN A
- 10% or more VITAMIN C
- 10% or more CALCIUM
- 10% or more IRON
- 10% (5 g) or more PROTEIN
- 10% or more FIBER

LOWER a finger if the food has either:
10% or more TOTAL FAT
OR
200 CALORIES or more.

If any fingers remain up, the food is nutritious.

Let's use corn flakes as an example. Using the label at the right, you would raise:
- 1 finger for Vitamin A;
- 1 finger for Vitamin C; and
- 1 finger for Iron

With 2 fingers up, this a nutritious food.

Example

Corn flakes

Nutrition Facts

Serving Size: 1 oz
Serving Per Container

Amount Per Serving

Calories 110	**Calories from Fat 0**
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 350mg	**15%**
Total Carbohydrate 24g	**8%**
Dietary Fiber 1g	**2%**
Sugars 2g	
Protein 2g	**4%**

Vitamin A	25%	•	Vitamin C	25%
Calcium	0%	•	Iron	10%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Do you have any fingers left standing?

YES___ NO___

Source: National Dairy Council. Rosemont, Illinois, 1994.

Label-Ease Examples

Use the Label-Ease method to see if the following foods are nutritious. Under each label, indicate whether you have any fingers left raised.

Orange

Nutrition Facts

Serving Size: 1 medium
Serving Per Container

Amount Per Serving	
Calories 60	**Calories from Fat 0**
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	0%
Cholesterol 0mg	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 15g	**5%**
Dietary Fiber 3g	13%
Sugars 12g	
Protein 1g	**2%**
Vitamin A 6% •	Vitamin C 120%
Calcium 6% •	Iron 0%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Do you have any fingers left standing?

YES____ NO____

Cheddar cheese

Nutrition Facts

Serving Size: 1 oz
Serving Per Container

Amount Per Serving	
Calories 110	**Calories from Fat 80**
	% Daily Value*
Total Fat 9g	**14%**
Saturated Fat 6g	30%
Cholesterol 30mg	**10%**
Sodium 180mg	**7%**
Total Carbohydrate 1g	**0%**
Dietary Fiber 0g	0%
Sugars 1g	
Protein 7g	**14%**
Vitamin A 6% •	Vitamin C 0%
Calcium 20% •	Iron 0%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Do you have any fingers left standing?

YES____ NO____

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Label-Ease Examples *(continued)*

Use the Label-Ease method to see if the following foods are nutritious. Under each label, indicate whether you have any fingers left raised.

Whole wheat bread

Nutrition Facts
Serving Size: 2 slices
Serving Per Container

Amount Per Serving

Calories 140	Calories from Fat 20

	% Daily Value*
Total Fat 2g	4%
Saturated Fat .5g	3%
Cholesterol 0mg	0%
Sodium 300mg	12%
Total Carbohydrate 26g	8%
Dietary Fiber 4g	16%
Sugars 2g	
Protein 6g	12%

Vitamin A	0% •	Vitamin C	0%
Calcium	4% •	Iron	10%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Do you have any fingers left standing?

YES__ NO____

Doughnut, cake-type, plain

Nutrition Facts
Serving Size: 1 doughnut
Serving Per Container

Amount Per Serving

Calories 200	Calories from Fat 110

	% Daily Value*
Total Fat 11g	17%
Saturated Fat 2g	9%
Cholesterol 20mg	6%
Sodium 260mg	11%
Total Carbohydrate 23g	8%
Dietary Fiber 1g	3%
Sugars 8g	
Protein 2g	4%

Vitamin A	0% •	Vitamin C	0%
Calcium	2% •	Iron	6%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Do you have any fingers left standing?

YES____ NO____

Hygiene Portfolio Assessment

For each of the criteria listed below, decide whether your portfolio best represents work at the excellent, skilled, or seek help level. Write your rating in the box to the right. Add comments about the reason you assigned that rating. Total the ratings at the bottom of the page.

Criteria	Excellent (3)	Skilled (2)	Seek Help (1)	Score	Comments
Hygiene Issues	Includes five or more definitions and hygiene issues relevant to present parenting needs.	Includes three or four definitions and hygiene issues relevant to present parenting needs.	Includes only one or two hygiene issues relevant to present parenting needs.	____ x 5	
Information About Each Issue	Includes class notes, brochures, and a wide variety of information on each issue.	Includes one or two pieces of information on each issue.	Some of the issues have only one or no sources of information included.	____ x 10	
Reliable Sources of Information	Three or more reliable sources were used for each issue.	Two sources of reliable information were used for the issues, and some sources are of questionable reliability.	Only one source of information was used or some sources of information were unreliable or inappropriate.	____ x 5	
Presentation and Organization	Information is well-organized and presented neatly in a colorful, well-labeled binder.	Information is well-organized and presented in a binder.	Information seems unorganized and is not presented together in a binder.	____ x 5	

Answer the questions below on the back of this page.

How did you decide what to include in your portfolio?

What did you learn from preparing your portfolio?

Who can benefit from this information?

Why is this information important?

Total Score: ____________

Total Possible Score: 75

Dental Care: Good Beginnings

Baby teeth or primary teeth begin to appear about six or seven months of age. The incisors, or front teeth, erupt first. Cuspids, called "canine" teeth because they are pointed, like a dog's teeth, are used for ripping food, appear at about 16 months of age. Molars at the back of the mouth are used for grinding food and appear between 12 and 20 months of age. Primary teeth begin to loosen around 6 years of age and will be replaced by 32 permanent teeth.

Teething Before you may notice your baby having swollen gums, he is sending you signals that his first teeth are on the way. He may drool a lot, making it necessary to have a bib tied around his neck most of the day. He may be very unhappy, and cry often. Occasionally, he may develop a very low-grade fever. You may notice these symptoms a few weeks before you actually see a white tooth peeking through the gum line.

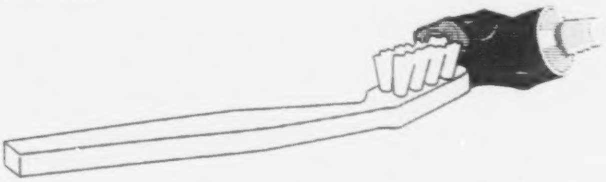
To ease baby's discomfort . . . refrigerate teething rings for baby to chew on. Keep one in the refrigerator while baby is chewing on another. Be sure to keep them clean, especially if they drop on the floor. Teething biscuits can also help. You can buy them at the store or make your own. Also, massaging his gums with your clean fingers can also help relieve some of his discomfort.

Caring for New Teeth As soon as baby's first tooth is in, it is important to begin daily care. Wash your hands well, wrap a small amount of gauze around one finger, and gently rub the surface of the tooth—both front and back.

At about two years of age, you can start teaching baby how to brush. Using his or her own toothbrush, guide his hand gently as he holds the brush. Use an up-and-down motion, making sure the gums are massaged well. Encourage him to use toothpaste, too! You may have to try several kinds before he finds a flavor he likes.

Be sure the first attempts at brushing baby's own teeth are thorough. Teach him or her to swish water around in his or her mouth. After lunch or snack, swishing and rinsing will help keep his or her teeth and mouth clean and fresh.

Your child should begin visiting the dentist by 2 1/2 years of age. Your first visit will probably include a tour of the room, a ride in the chair, and maybe a prize. Your child may be more comfortable the first trip, if you are able to visit the room with him or her, so be sure to ask about this when you make the first appointment.



Dental Care: Good Beginnings *(continued)*

Help your child have good dental health by . . .

- Making sure your baby is getting enough fluoride. Your community may have fluoride in the water supply. Your dentist may use fluoride treatments on your child's teeth. You can use a fluoride toothpaste. Your doctor may prescribe additional fluoride if needed.
- Cleaning your baby's teeth and gums.
- Avoiding sugary foods for baby.
- Having your baby's mouth checked on a regular basis by a dental professional.

Weaning Baby from a Bottle To allow children to grow up healthy, it is important for them to kick the bottle habit and use a cup. Usually, children should be weaned when they are about one year old. You should wean your child to prevent baby bottle tooth decay and to avoid low-iron blood. If children fill up on drinks from a bottle, they may not eat enough table foods rich in iron, especially meats, dry beans, and iron-fortified cereals. Weaning from the bottle may help to avoid becoming overweight. Drinking from a bottle may mean baby drinks more than he or she needs. That means extra calories that can add up to extra weight. Weaning from the bottle may also help prevent ear infections. If your child drinks from the bottle while falling asleep, the liquid goes to the back of the throat, close to the inside of the ear. This is how ear infections can begin.

Begin by letting your child take small sips of milk or juice from a cup. Slowly cut down the number of bottles and increase the number of cups your child takes each day.

Often the morning and evening bottles are the hardest to give up. You may want to start weaning with the daytime bottles. Help your child when he or she is learning to use the cup. Your child may want the bottle for comfort, not for hunger. To help your child feel more secure, read a story, offer hugs, or a favorite toy or blanket.

The Facts About Baby Bottle Tooth Decay

What is baby bottle tooth decay?

Young children's upper front teeth are decayed with black spotting. They may appear smaller or may be pointed from the decay. This decay goes fast and is painful and expensive to fix. Young children's front teeth may have to be removed and they may get more cavities as they gets older.

Who gets baby bottle tooth decay?

Babies around 12 - 18 months of age.

What causes baby bottle tooth decay?

It is most often caused by letting babies fall asleep with a bottle filled with milk, formula, soda pop, juice, or anything other than plain water. When your baby falls asleep with a bottle containing a sugary drink, the liquid pools around the top front teeth. The germs that live in every baby's mouth turn the sugar into acid, which decays the teeth. If your baby is still using a sleeptime bottle with a sugary liquid, your baby may get baby bottle tooth decay and won't have a healthy smile.

How can you prevent baby bottle tooth decay and help baby have a happy smile?

Do not put baby to bed with a bottle. Help baby learn new ways to settle down to sleep using pacifiers, blankets, stuffed animals, or soothing bedtime routines. Remember, breaking a habit takes time. Your baby may fuss a lot for a few nights but once the baby quits sleeping with the bottle, the habit is broken.

Your Prevention Pledge

I pledge to prevent my baby from Baby Bottle Tooth Decay by stopping or never starting the sleeptime bottle by *(date/age)* ____________________.

I will replace the bottle with a cup by *(date/age)* ____________________.

Instead of giving my baby a sleeptime bottle, I can

____

____

____

Parent Signature ____________________________ *Grandparent Signature* ______________________________

Source: Bureau of Maternal and Child Health, U.S. Department of Health and Human Services.

Home Safety Checklist for Families with Young Children

This safety checklist is designed to help you protect your children—and everyone else in the family—from unintentional injuries. It is designed to be an easy, room-by-room survey that will quickly point out possible dangers. When you find a hazardous situation, change it—now!

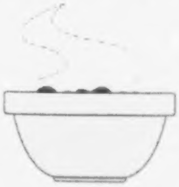
Of course, no checklist will identify all the possible dangers, so use this process to look for other hazards. After you have read through the listed items for a room, take a few minutes to look at the room from the viewpoint of a child.

- Get down at toddler level and survey the room.
- Remember that anything that fits in a child's mouth will probably be put in.
- Look for climbing opportunities and things that can be pulled down from above.
- Watch for sharp corners, protrusions, and objects a child might fall upon.
- And keep in mind whatever special talents your children have shown—from prying off air vent covers to spotting loose carpet tacks.

If you answer "no" to any item in the following checklist, you have found a dangerous situation that should change.

Kitchen

☐ Are there safety latches on cabinet doors?
☐ Are cleaning supplies stored
  —separately from foods?
  —in a locked cabinet out of reach of your child?
  —in their original containers?
☐ Are vitamins and medicine out of your child's reach?
☐ Are food treats and other attractive items stored away from the stove?



Source: Unknown

☐ Are these dangerous objects out of reach:
  —knives and other sharp objects?
  —hot food, beverages, and glass ware?
  — serrated boxes of plastic wrap and—aluminum foil?
☐ Is the table cloth folded or secured so it can't be pulled down?
☐ Do you keep hot food and beverages out of the hands of adults who are holding children?
☐ Do you keep pot handles turned away from the stove, so children can't reach them?
☐ Do you test the temperature of foods (especially microwaved foods) before serving them to your child?
☐ Do you keep your child in a safe place while cooking?
☐ Do you keep toys and play activities out of the kitchen?
☐ Does your child's high-chair have a wide base and a harness?
☐ Do you avoid serving your child foods that could cause choking such as peanuts, grapes, hot dogs, popcorn, and carrots?
☐ Are matches and lighters kept high up, out of your child's reach?

Bathroom

☐ Do you have a one-ounce bottle of syrup of ipecac for use in a poisoning emergency? (Be sure to call your poison control center before giving syrup of ipecac to your child.)
☐ Are medicines and cleaning supplies stored:
  —in a locked cabinet?
  —out of your child's reach?
  —in clearly marked and original containers?
  —in containers with child-resistant caps?
☐ Are razors, scissors, and other sharp utensils stored out of your child's reach?

Home Safety Checklist for Families with Young Children *(continued)*

- ☐ Are electric appliances
  - *—unplugged when not in use?*
  - *—positioned away from all water?*
  - *—out of your child's reach?*

- ☐ Is there a lock on the toilet seat?
- ☐ Is your child always watched while in the bathtub?
- ☐ Is there protective padding on the faucet in the bathtub?
- ☐ Is there a non-skid mat in the bathtub?
- ☐ Is your water heater turned down to 120 degrees Fahrenheit?
- ☐ Do you check the temperature of the water in the tub before you put your child into it?
- ☐ Have you installed anti-scald devices in your tub spout and shower head?

Your Child's Bedroom

- ☐ Does your child's crib have
  - *—slats that are no more than 2-3/8 inches (6 cm.) apart?*
  - *—a mattress that fits snugly against the frame (no more than two finger-widths between slats and mattress)?*
  - *—side that are 22 inches (56 cm.) above the mattress?*
  - *—secure, child-proof side locks?*
- ☐ Have you made sure that the crib has:
  - *—no sharp corners or edges and no projections, such as posts?*
  - *—no broken, cracked, or loose parts?*
  - *—no loose plastic sheeting?*
  - *—no cords or drapery in the crib?*
  - *—no low cradle gyms or mobiles that the child can use to crawl out?*
  - *—no objects that could help your child climb out such as a hamper, pillows or stuffed animals, which should be removed once the child can stand?*
- ☐ Have you placed the crib at least one foot from walls, furniture, radiators, heating vents, and windows?
- ☐ Does the changing table have straps to prevent falls?
- ☐ Does your child wear flame-retardant clothing?

Play Areas

- ☐ Does the toy chest have no lid, a lightweight lid, or a safe-closing mechanism?
- ☐ Are the toys appropriate for your child? Are they
  - *—without small pieces that can break off to be choked on?*
  - *—without sharp corners or edges?*
  - *—without any joints that can pinch fingers?*
  - *—without any projections that could injure the eye?*
  - *—of appropriate size and weight for your child?*
  - *—painted with non-toxic paint?*
  - *—with play value for your child, so they don't become objects of destructive experiments?*
- ☐ Do you routinely inspect and dispose of damaged or unsafe toys?

Windows

- ☐ Is access to windows blocked so that your child can't fall out?
- ☐ Do windows have safety bars (except windows leading to fire escapes)?

Stairs and Railings

- ☐ Are there safety gates (not the accordion type) at the top and bottom of all stairways?
- ☐ Is there firm footing on the stairs (no loose carpeting, uneven steps)? Are the stairs well lighted?

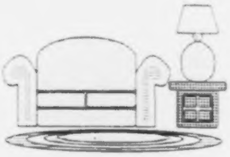
- ☐ Are the protective walls and railings on stairs, porches, and balconies sturdy and in good repair?

Home Safety Checklist for Families with Young Children *(continued)*

Electric Outlets and Fixtures

- ☐ Do all electric switches and outlets have cover plates?
- ☐ Do all unused outlets have no-shock, child-proof covers?
- ☐ Are electric cords
  - *—out of your child's reach and out of traffic flow?*
  - *—neither frayed nor cracked?*
  - *—neither under rugs nor stapled to baseboards?*

- ☐ Is the use of extension cords kept to a minimum, and are the unused outlets on the cord covered?
- ☐ Does every light fixture
  - *—have a light bulb in it?*
  - *—have a light bulb of appropriate size and wattage?*
- ☐ If you use fuses, are they the correct size for your circuits?
- ☐ Are space heaters
  - *—properly grounded and connected directly to an outlet?*
  - *—stable and protectively covered?*
  - *—inaccessible to your child?*
  - *—at least 36 inches from curtains, towels, carpets, papers, and furniture?*
  - *—used according to manufacturer's instructions and local fire ordinances?*



General Living Areas

- ☐ Are dangerous items out of reach:
  - *—plants (poison danger)?*
  - *—cigarettes and butts (poison danger)?*
  - *—loose change (choking danger)?*
  - *—purse and pocketbook contents—(poison and choking dangers)?*
  - *—balloons?*
  - *—matches and lighters?*

- ☐ Are small rugs and runners tacked down or slip resistant?
- ☐ Are high-traffic areas well lighted and free of obstructions?
- ☐ Have you checked to make sure there are no loose paint chips around the house?
- ☐ Are guns stored unloaded in locked cases and drawers and the ammunition stored separately?
- ☐ Is there at least one working smoke detector on each floor, and is there one in the hallway by the bedrooms?
- ☐ Are the smoke detectors checked and cleaned regularly?
- ☐ Are the batteries changed once each year?
- ☐ Do you have a home fire escape plan?
- ☐ Does it have two exit routes?
- ☐ Do you have a designated meeting place?
- ☐ Do you practice it in the dark, on your hands and knees?
- ☐ Do you turn on the smoke detector's alarm for your child to hear?
- ☐ Does your child know how to "stop, drop, and roll" to put out clothing that is on fire?
- ☐ Is there a working fire extinguisher to handle small fires, especially in the kitchen?
- ☐ Do you have your chimney inspected and cleaned every year?
- ☐ Are there screens or safety rails on any fire places, wood-burning stoves, or heaters?
- ☐ Are emergency numbers posted by the phone:
  - *—family physician?*
  - *—poison control center?*
  - *—ambulance?*
  - *—police?*

Safety Around the House

Pretend you are a safety inspector taking a safety tour around a house. You will be making an attempt to safety-proof the rooms listed below. You are particularly concerned because there is a one-year-old child in this house. For each room list the possible safety hazards and a solution to each hazard. Be very thorough. This child depends on you for his or her future safety.

Kitchen

Dining Room

Living Room

Bathroom

Nursery

Garage

Basement

Parents' Bedroom

Halls and Stairways

Source: Pat Koharik, Polaris Career Center

This Home Is a Human Sanctuary

In This House . . .

We give nonviolent consequences.

We encourage each other.

Each person is an individual.

Everyone is responsible for his or her own mess and success.

Everyone is allowed to feel good about her or his own body, and to have a safe "bubble" of space.

We talk openly about feelings and problems.

We don't hit or hurt ANYONE.

We don't put each other down or call each other names.

No one is unfavorably compared to someone else.

No one is 'rescued' from learning the important lessons of life (unless they are in danger of harming themselves or others).

No one is to be tricked, forced, or trapped into unwanted sexual touching.

Big problems are never a 'secret' to be swept under the rug.

Toys May Be Hazardous . . . Choose Wisely

Parents may be unaware that toys could be hazardous to children. A particular baby rattle might come apart, releasing the small parts that rattle. A toy oven might become overheated. A cuddly teddy bear could have eyes attached with sharp prongs that can come out. Here are some general guidelines for hazards to look for to avoid injury.

Age and Focus	Check for These Hazards
Under the age of 1 Awareness	Toxic, heavy breakable toys; sharp edges that might cut or scratch; and small attachments that might come loose and be put into ears, nose, or mouth.
Age 1 to 2 Investigative	Small toys that may be swallowed; flammable objects; toys with small removable parts; poisonous paint on any object; and stuffed animals with glass or button eyes.
Age 2 to 3 Explorative	Anything with sharp or rough edges that will cut or scratch; objects with small removable parts; poisonous paint or decoration; and marbles, beads, coins, or flammable toys.
Age 3 to 4 Imitative	Toys that are too heavy for child's strength; poorly made objects that may come apart, break, or splinter; sharp or cutting toys; highly flammable costumes; and electric toys.
Age 4 to 6 Creative	Shooting or target toys that will endanger eyes; ill-balanced mobile toys that may topple easily; poisonous painting sets; and pinching or cutting objects.
Age 6 to 8 Dexterity	Nonapproved electrical toys; anything too large or complicated for child's strength and ability; sharp-edged tools; poorly made skates; and shooting toys.
Age 8 to 12 Specialization of Tasks and Skills	Air rifles, chemistry sets, dart games, bows and arrows, dangerous tools, and electrical toys UNLESS used under parental supervision.

Buying a Car Seat

Buckle Up!

- Car seats are held in place by the car's lap seat belt in one of two ways. The belt will run through the base of the car seat (and won't have to be unbelted unless the car seat is removed), or it will secure over the car seat.

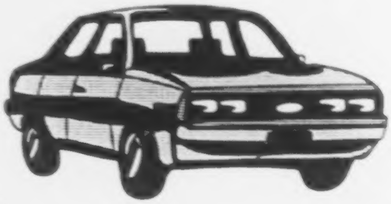
- All infant and some convertible car seats have three-point harness systems. This means the harness is secured to the car seat in three locations: over each shoulder and between the legs. A few convertible car seats have five-point harness systems, which secure the belt at shoulders, crotch, and at each hip.

- Most three-point harness systems work in conjunction with a padded armrest-shield or a T-shaped shield that is positioned across the baby's midsection. Both are safe.

- The harness length will periodically need adjusting to make room for bulkier clothing or general growth. Some harnesses are self-adjusting, others can be easily adjusted each time your child uses his car seat, and others require that you remove the car seat to thread the straps behind the seat. Check which you prefer.

- There are some advantages to purchasing an infant car seat in addition to a convertible seat. Car seats designed specifically for infants are smaller and cradle young infants better, and almost all can be used as an infant seat outside the car. Some convertible car seats, however, now offer removable, adjustable padding to help support young babies. You can also tuck towels or small blankets around your baby to support him.

- Test the locking device to see if you can operate it easily, and don't hesitate to ask a salesperson for help if you need it. Harnesses are manufactured to be childproof, and you may just need to learn the proper technique. If it is still difficult, make another selection.



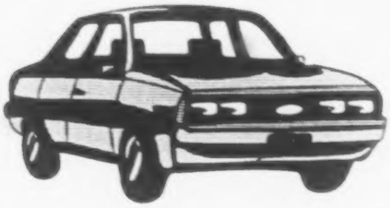
Buying a Car Seat *(continued)*

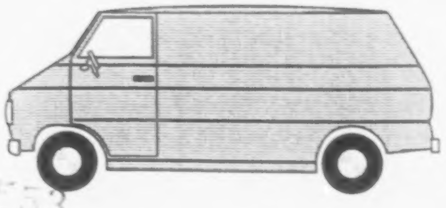
- If you cannot afford to buy a car seat, investigate loaner or rental programs sponsored by hospitals and childbirth education associations. Typically, car seats are rented for a refundable deposit and a minimal monthly or flat fee. Your childbirth educator or pediatrician may be able to help you find a loaner program, or contact your state highway safety department.

- Some older car seats require the use of a tether strap. When the car seat is used in the forward-facing position, the strap anchors the top of the seat to the car and prevents the seat from pitching forward in the event of a collision. Newer models are designed not to need a tether. Double-check the manufacturer's instructions to be sure.

- Make sure you follow the manufacturer's guidelines for installing the seat in your car and securing your child in the seat. An improperly used seat is not much better than no seat at all.

- Children under the age of 12 are safest riding in the back seat of the car. If the car has a passenger-side air bag, the child could be injured when the bag inflates during an accident.

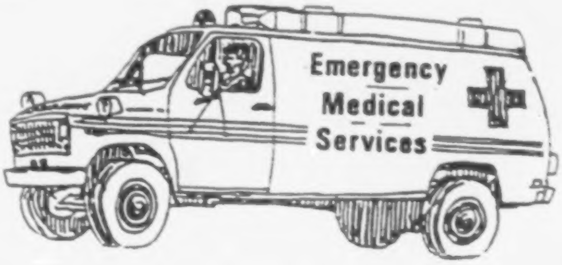




First-Aid Supplies

The following is a list of supplies that are recommended to be included in all day-care center first-aid boxes. On the back of this paper, indicate the purpose of each supply in the kit and whether or not a home first-aid kit should include the same supplies.

- Written instructions for CPR and obstructed airway
- Emergency phone numbers
- Pencil and paper
- Flashlight*
- Scissors*
- Thermometer*
- Tweezers*
- Soap
- 5 paper cups
- 3 sealable plastic bags
- 1/3 cup powdered milk to mix with water for dental first aid*
- Safety pins . . . assorted sizes*
- Container of sterile water
- Large clean container (1-2 quart) for use in flushing eyes
- Coins for phone calls
- 1 roll, 1/2" nonallergenic adhesive tape*
- 1 roll, 2" gauze roller bandage*
- 10 individually wrapped sterile 4x4 gauze pads*
- 10 individually wrapped sterile 2x2 gauze pads*
- 25 bandaids, assorted sizes*
- 3 clean cotton towels or sheeting (approximately 24"x36")*
- Sugar packets
- 2 1 oz. bottles, syrup of ipecac (dated)*
- 1 measuring tablespoon or dosing spoon (for administering syrup of ipecac)*



Note: First-aid supplies should be reviewed at least four times a year and used or damaged items replaced.

*Required.

Source: Ohio Department of Health.

Checklist for Developing Your Child's Personal Information

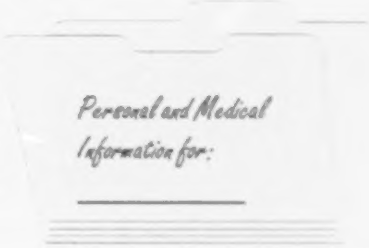
It is important to have your child's personal information compiled in case something should happen and you must provide information to health care professionals or police. Consider keeping the following information in a folder for quick reference.

Personal Information

______ Child's name
______ Social Security number
______ Date and place of birth
______ Fingerprint records, if available
______ Name, address, and phone number of dentist
______ Name, address, and phone number of doctor
______ Photographs of child at different ages, including a recent photo

*Biological Parents' Information**

Mother's and Father's . . .
______ Name and address
______ Home and work/school telephone numbers
______ Social Security Numbers
______ Driver's license numbers (state and date issued)


Personal and Medical Information for:
____

Emergency Contacts

Relatives, Friends, and School Friends' . . .
______ Name and address
______ Phone number

Medical Information

______ Medical insurance carrier
______ Allergies
______ Chronic or existing diseases or medical problems
______ Medicine taken regularly
______ Consent for medical treatment

*This information should also be provided about the child's legal guardian, if appropriate.

Learning Centers for Caring for Ill Children
Teacher Guidelines and Directions

Assemble the following learning centers around the classroom.

Center A: Measuring Medication
Cook cornstarch and water together to make a simulated medicine mixture ("amoxibaby") for students to measure. Have available an ordinary eating teaspoon and a variety of medicine measuring spoons (plastic spoon, eye dropper, and/or measuring cup for small amounts). Ask students to measure a teaspoon with the eating spoon and pour it in to the measuring spoon to note the difference. Then ask students to practice measuring the following dosages using the measuring spoons:

1) .5 ml.
2) 2 ml.
3) 2.7 ml.
4) 1/2 tsp.
5) 1 tsp.

Center B: Measuring Temperature
Have various thermometers available and directions for using each. Have students read the directions for each of the following thermometers. Then practice reading them.

1) oral
2) rectal
3) axial
4) thermoscan

Center C: What Would You Do If?
Post large laminated pictures of babies crying and mothers comforting their babies to stimulate thinking. Have students read the following situations and decide what you would do about the child's illness.

1) Your child feels hot and is flushed.
2) Your child is has vomited twice in the same day, but does not seem to have a fever.
3) Your child has a runny nose and a dry cough.
4) Your child is pulling on his right ear and seems slightly hot.
5) Your child is complaining of a sore throat and seems slightly hot.
6) Your child has diarrhea and doesn't seem to have any energy.

Center D: Health Care Equipment
Have students examine each type of health care equipment below and explain its use in treating a sick child. Compare brands, features, costs, and the use of each.

1) hot and cold vaporizers
2) cold pack
3) nasal aspirators
4) water bottles

Center E: Communicating with Health Care Professionals
Have students work in pairs to read situations and list the information a parent would need to have on hand before calling the doctor. The situations from Center C (see next page) may be used.

Learning Centers for Caring for Ill Children Worksheet

Working with a classmate, visit each learning center and complete the activities involved.

Center A - Measuring Medication

Which measuring spoon would you be more likely to use with your child? Why?

Why is it important to learn how to measure medication exactly?

When measuring an over-the-counter drug such as acetaminophen for a slight fever, how can you tell how much to give your child?

Should teaspoons or tablespoons used for eating be used for measuring medication? Why or why not?

Center B - Measuring Temperature

Which thermometer would you be most likely to use with your child? Why?

Why is knowing a child's temperature important when they are ill?

How often should you take a child's temperature when they are ill?

Center C - What Would You Do If?

Explain step by step what you would do in each situation.

Situation 1

Situation 2

Situation 3

Situation 4

Situation 5

Situation 6

Learning Centers for Caring for Ill Children Worksheet *(continued)*

Center D - Health Care Equipment

Which equipment is important for you to have on hand at home?

Which equipment could you do without? Why?

What happens when such equipment is used improperly to care for sick children?

Center E - Communicating with Health Care Professionals

Information a parent would need for each situation:

Situation 1

Situation 2

Situation 3

Situation 4

Situation 5

Situation 6

What skills do you need to communicate with medical personnel?

Why is it hard for some parents to communicate with medical personnel?

What information do you need about your child's illness before contacting medical personnel?

Child-Care Alternatives

There are many different types of child care designed to meet a wide range of needs among families.

Family and Friends:
Children are cared for by family or friends in their homes, often at little or no cost.

Child-Care Centers:
Provide part-time and full-time care from infancy to kindergarten. Typical hours are from 6:00 a.m. to 6:00 p.m.

Church-Sponsored Centers:
Offer both part-time and full-time child-care and early childhood education programs. Usually housed in church facilities.

Employer-Sponsored or School-Sponsored Centers:
Child care provided for children of employees at work site or at school site for minimal cost to parents.

Home Care Providers:
Children cared for in the provider's home.

In-Home Child Care:
Provider comes to the parents home to care for children.

Preschool Programs:
Early childhood education programs for three- and four-year-olds. Usually part-time.

Parent Cooperative Schools:
Organized by groups of families to provide a high-quality, early childhood educational experience. Parents are expected to contribute time to the operation of the facility.

Project Head Start:
First organized in 1965 under joint sponsorship of the federal government and local agencies during the Johnson administration. Provides educational, medical, and nutritional assistance.

Home Start:
Federally funded program directly involving parents in the educational development of their children.

Choosing Child Care

Does the child care provider . . .

Appear warm and friendly?

Seem calm and gentle?

Seem to feel good about herself and her job?

Have child-rearing attitudes and methods that are similar to yours?

Understand what children can and want to do at different stages of growth?

Encourage children to express themselves in creative ways?

Encourage good health habits?

Spend time holding, playing with, and talking to the babies?

Provide stimulation by pointing out things to look at, touch, and listen to?

Seem to have enough time to look after all the children under her care?

Provide care you can count on?

Does the setting have . . .

An up-to-date license?

A clean and comfortable look?

Enough space indoors and out, so all the children can move freely and safely?

Enough care providers for the number of children?

Furniture, equipment, and materials that are suitable for the ages of the children? Are they safe and in good repair?

An outdoor play area that is safe, fenced, and free of litter?

Nutritious meals and snacks with the kinds of food you want your child to eat?

A clean and safe place to change diapers?

Separate cribs and sheets for each baby in care?

Gates at the tops and bottoms of stairs?

A potty chair or special toilet seat in the bathroom?

Are there opportunities . . .

To play quietly and actively, indoors and out?

To follow a schedule that meets young children's need for routine, but that is flexible enough to meet the needs of each child?

That help children learn new physical skills and control and exercise their muscles?

To learn to get along, and to share and to respect themselves and others?

To crawl and explore safely?

To play with objects and toys that help infants to develop their senses of touch, sight, and hearing?

To take part in a variety of activities that are suited to toddlers' short attention span?

To play alone at times and with friends at other times?

To provide activities that encourage children to think things through?

Interviewing a Child-Care Provider

Interviewing a potential provider is an important step in managing quality child-care options as a parent. The ideas below can help in conducting an interview.

1. **Question applicant's background.**
    - Previous child-care experience (including number and ages of children cared for on each job), dates of employment, reasons for termination
    - Other jobs, length of employment, reasons for termination
    - Family and other current responsibilities
    - If day-care mother, does she appear to be organized and able to respond to the needs of several children?
    - Question current health
2. **Describe specific responsibilities involved.**
    - Hours of child care
    - Activities with child, such as bathing, taking walks, feed lunch
    - Housekeeping duties (if in-home care)
    - Care of your child in relation to other children (how many other children will be there throughout the day, ages of those children)
3. **Review daily schedule to facilitate communications between caregiver, parents, and children.**
    - Transportation
    - Time to be spent with your child, in housekeeping duties, and with other children
4. **Review special issues of childrearing.**
    - Discipline techniques
    - Daily activities
    - Nutrition
    - Television watching
    - Naps
    - Play activities
5. **Discuss salary and leave policies.**
    - Salary, social security, and other benefits
    - Paid vacations, sick leave
    - Provision of back-up child care
6. **Observe home and discuss equipment needs (for in-home provider).**
    - Is home neat, organized, safe?
    - Who provides baby equipment, food, diapers, toys?
    - Where will you child sleep?
    - Is family living area separate from day-care play area?
    - Are toys and equipment appropriate to children's ages?
7. **Observe provider with children.**
    - Include children in all or part of interview
    - Watch how provider greets and interacts with children
8. **Review special instructions.**
    - Medications, emergency plans, emergency phone numbers
    - Special schedules, rules of the house, e.g., if nonsmoker, family pets
    - Special nutritional, religious requirements
    - Someone to rely on for emergencies
9. **Ask for references.**
    - Child-care experience references
    - Other work experience references

Monitoring Child Care

***What do you look for once your child is already in care*?**

- Anything out of the ordinary that lasts more than a month or two in a new situation should be examined. Crying? Bring it to the attention of teacher or the care provider.
- How does the child greet you when you arrive?
- What are the child's habits like at home? Overly cranky or irritable? Does the child eat and sleep well?
- How does he compare in terms of development with other children his age? Is he within a normal range?
- For a baby—is baby clean and neat? Have bowel movements been taken care of?
- What does the verbal child say about her experiences? What indirect signs do you detect about her experiences? (Does she sing a new song or do something new?)
- Has the care provider dropped hints or complained?
- Have there been any major schedule changes (yours, the care provider's or the school's)?
- Is there anything happening in the care provider's or the teacher's life that may affect child-care functioning (for example, a divorce or illness)?
- Do you detect a change in household standards of your care provider? Your day-care mother? In the school or the center?
- Do you have regular teacher conferences?

Hints

- Children go through stages. For example, 8 months to 15 months is particularly known for stranger anxiety, and 18 to 24 months for separation anxiety.
- When the child begins to verbalize, you must sort out what is real and what is imaginary.
- Drop in unexpectedly, as often as you can.

Problem Prevention

- Do you . . .
- Discuss child's habits, likes, and dislikes with the care provider or the teacher? How often?
- Pay on time, arrive on time, offer gifts or bonuses, and extra days off?
- Make surprise visits; overlap with the care provider periodically?
- Have a neighbor or relative drop in unexpectedly?
- Prepare a written agreement of expectations between the care provider and the parents?
- Prepare the child for changes or transitions, such as going from a care provider to nursery school, to different care providers, or in using schedule changes?
- Discuss the day with your toddler in a relaxed manner?
- Let your care provider know immediately when something she does is not satisfactory, rather than keeping it to yourself and letting tension build?
- Compare notes with other parents who use the same care provider or school?
- Compare notes with parents using a different care provider or school?

What Does Discipline Mean?

Every day you will make decisions as a parent about how to guide your children in their growth and development. Some of those decisions will be about how to guide your child's behavior. Here are some definitions of words used to describe some of these important decisions.

Discipline . . . .

any actions you take as a parent to control or change a child's behavior. Discipline is about helping children develop self-control and character. Discipline can be negative or positive. Negative discipline means using force or threats to change behavior. Examples include hitting, making threats, or calling children names. Positive discipline includes noticing and reinforcing appropriate behavior, setting realistic rules and expectations for children, and enforcing those rules.

Guidance . . .

is a more general term than discipline. It describes any actions parents take to point out the way to their children, to lead them, or to train or instruct them. Guidance techniques include serving as a role model, directly instructing children, using rewards and punishment, and providing a positive environment for children to grow and develop.

Punishment . . .

means to cause pain or loss for something a child does wrong. Punishment is an unpleasant consequence for doing or not doing something. The purpose of punishment is to decrease the likelihood that bad behavior will occur again. The purpose of punishment, however, is not to hurt children. Corporal punishment, like spanking, slapping, punching, etc., is an unpleasant consequence that hurts children. It encourages them to grow up feeling lousy about themselves and others. Hitting children's bodies, with your hand or with an object, is never okay and should never be practiced. Other punishments such as time-out, loss of privilege, and being grounded are far more effective in helping children learn.

Should I Use Punishment?

Punishment is an unpleasant consequence for doing or not doing something. The purpose is to decrease the likelihood that bad behavior will occur again. Certain types of punishment, such as hitting, slapping, spanking or punching should never be practiced. Such punishment, though it may restrain a child for a short time, does not teach self-discipline. There are certain guidelines about when to use nonphysical punishment.

Never Punish Infants

There are six very important reasons why you should never punish an infant:

- Infants do not understand cause and effect (if something happens, something else will happen).
- Infants do not perform misdeeds or misbehavior on purpose. They are only exploring their environment and need protection from being hurt.
- Baby-proofing, redirection, and praise are three good strategies to use in helping infants manage their environment.
- Infants do not have the cognitive skills to know the difference between right and wrong.
- Infants need love, protection, and support not punishment
- If you become frustrated with what your infant is doing, rather than punish the infant, find a quiet place to calm yourself down.

Should I Use Punishment? *(continued)*

Appropriate Types of Punishments

There are four types of punishments that are appropriate for young children ages 2 1/2 to 11 years.

Loss of Privilege Appropriate for 2 1/2 years and older. A privilege is a right granted by the parent. Privileges can include watching TV, playing with a certain toy in the house, etc. If a child misuses the object or misuses the privilege, he/she loses it for a while. Take away a toy or a privilege only when the child misuses it (thrown, broken, etc.).

Being Grounded Appropriate for a child 3 1/2 years and older. When a child leaves a yard or an area purposely, without permission, an appropriate punishment is being grounded to the yard or house. The child must know it wasn't appropriate to leave the yard. If the child does not understand the behavior was inappropriate, do not use grounding as punishment.

Parental Disappointment Appropriate for child 2 1/2 years and older. Parental disappointment is a simple statement that expresses the disappointment a parent has in a behavior the child has chosen to perform. The intent is to build caring and awareness in the child of the parent's disappointment. Example: "Son, I want you to know how disappointed I am that you chose to hit your brother (or whatever the misdeed). I'm sure the next time you're upset, you won't hit your brother and you will tell him not to take your toys. But right now, I feel disappointed." Following this statement, tell the child he is either grounded or has to take a time out.

Time-Out Appropriate for child 3 years and older. Time-out is a temporary isolation of the child from others because he/she chose to act inappropriately. It is a technique that lets children know that when they choose to be mean to others, they will have to be by themselves for a while sitting quietly. Time-out is not isolating a child for a long time. It is not solitary confinement in some dark room. It is not a threat of the loss of a parent's love or protection. It is a technique that lets children know that when they choose to violate a rule, they will have to sit quietly by themselves for a while.

Your Discipline Checklist

As you make decisions about how to discipline your child, consider the following checklist.

______ ***Check your Self-Control and Take Time to Think***

Children's behavior can sometimes make parents very frustrated and angry. The actions you take to guide and discipline children are very important decisions that affect your child's future. If you become angry or extremely frustrated with your child, take "time out" to think about how you will act. Count to ten. Take five deep breaths. Punch a pillow. Then think about the ways in which you can respond to your child's behavior that will have the most positive impact on his or her development.

______ ***Listen to Your Child and Communicate Clearly***

Take a moment to put yourself in your child's place. What are his or her feelings? What might have caused his or her behavior? What is he or she trying to tell you? Communicate your thoughts and feelings clearly, at the child's level of understanding. Use a calm voice. Use I-messages. State your expectations in a positive way, rather than saying: "Don't do that!"

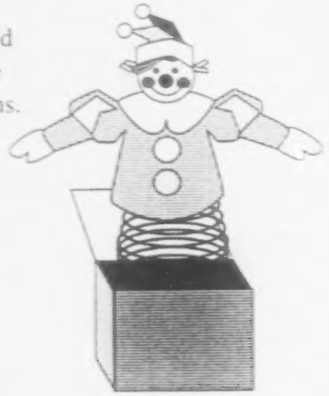
______ ***Teach Rather Than Punish***

The goal of discipline is to develop your child's self-control and character. There are several positive techniques that can help you achieve this goal.

- Use encouragement. Offer support in a positive way for whatever the child is learning to do.
- Set up an environment to encourage success—appropriate toys and areas to play.
- Redirect behavior that is inappropriate to more positive behavior.
- Set realistic expectations or rules and give reasons for those rules.
- Above all, be a role model. Your actions will speak louder than your words.

______ ***Offer Your Child Choices***

Whenever possible, offer acceptable choices so that the child will feel some control. Explain positive choices to negative behavior, such as positive ways to express negative emotions.



Rules About Rules

A rule is *"an established guide or regulation for action, conduct, method, or arrangement."* Every family has rules–some spoken, some unspoken.

Parents choose rules in many ways. They remember rules from their own childhood. They borrow rules learned by watching or asking others or by reading. They respond to behavior they do not like by making rules to change behaviors. They anticipate what safety, convenience, and growth-supporting boundaries will be needed and make rules ahead of time. Parents sometimes engage the child as an active participant in the rule making.

What qualities make a helpful rule? How can you tell if a rule is a good rule? Some criteria for a good rule might be

- The rule must be appropriate to the current situation.
- The rule should protect the welfare of the most people possible, not be fair to one person and unfair to the other.
- The rule should be understood by everyone.
- The rules should be posted so everyone can see them.
- Parents are responsible to make the rules when the children are little. As the children grow they learn to help make the rules and help enforce the rules.
- Parents should enforce the rules fairly but kindly.
- It's okay for a person who has broken a rule to be uncomfortable, but the penalty for breaking rules should not be hurtful.
- Some rules should be negotiable, some non-negotiable.

Areas that might have non-negotiable rules:

Health
Safety
Legality
Ethics
Religion
Family Traditions
Parental Preference
Community Customs

Rules might be different in a family, depending on the ages of the children. Examples of rules for families with small children.

No hitting
Put small toys away so babies can't get them
No food outside the kitchen
Say "please" and "thank you"
Brush teeth before bedtime

Examples of rules for families with school-age children.

No put-downs
Be responsible for yourself
Listen to others
Show respect to others
If you take it out, put it back
If it's dirty, clean it

Source: Jean Illsley Clarke. *Making Family Rules.* We: A Newsletter for People Who Care About Self-Esteem. Minneapolis, Minnesota. Vol. II, No. 5, October 1991.

Communicating With Children

These guidelines can help you communicate effectively as you guide and discipline your child.

Use Dos instead of Don'ts. Translate the following statements into positive suggestions.

1. Don't scream at me.
2. Don't talk with your mouth full.
3. Don't talk back to me.
4. Don't play with that glass picture frame.
5. Don't leave your toys all over the living room floor.

Use positive statements that will build confidence and not tear down self-esteem. Change the following statements to positive reinforcement.

1. Mary accidently broke a glass she was carrying out to the kitchen. "Don't be so clumsy," said her parent.
2. Three-year-old Susie wet her pants. "You're too big to be wetting your pants like a little baby!" stated the parent.
3. One-year-old Billy is running through the house pulling his favorite toy behind him. "Can't you be quiet while I am trying to watch TV?" yells the parent.

Give choices to the child. Offer choices that you can accept and from which the child can choose. Read the situations below and restate the questions to give choices to the child.

1. You are going to visit some friends and you expect your daughter to wear one of two outfits. You say, "What do you want to wear?"
2. It is your child's bath time. The child has been playing outside all day and really needs a bath. You say, "Would you like to take a bath?"
3. You have made dinner for your family and it is time to sit down together to eat. You say, "Are you hungry?"
4. You must leave to go to school and to take your child to child care. Your child is busily playing with some toys. You say, "Are you ready to go now?"

Discipline Poster Assessment

Use the assessment rubric below to evaluate your poster of appropriate discipline techniques for your child.

Criteria	Secure 3	Developing 2	Beginning 1	Score
Content of Information	• Lists three behaviors. • Lists appropriate positive discipline for each behavior. • Discipline is age-appropriate. • Alternative discipline techniques also suggested.	• Lists three behaviors. • Lists appropriate positive discipline for each behavior. • Discipline is age-appropriate.	• Lists three behaviors. • Lists appropriate positive discipline for each behavior. • Age of child not considered in discipline techniques.	___ x 10
Appearance of Text	• Spelling correct. • Print legible. • Print size pleasing. • Color complimentary. • Word selection appropriate.	• Spelling correct. • Word selection appropriate. • Legible.	• Print unclear. • Spelling errors. • Messy. • Unclear message.	___ x 10
Appearance of Visual Cues	• Colorful. • Clear graphics. • Appropriate graphics. • Neat. • Easily understood.	• Graphics included. • Neat. • Message clear.	• Lack of color. • Graphics inappropriate or lacking. • Messy. • Unclear message.	___ x 10

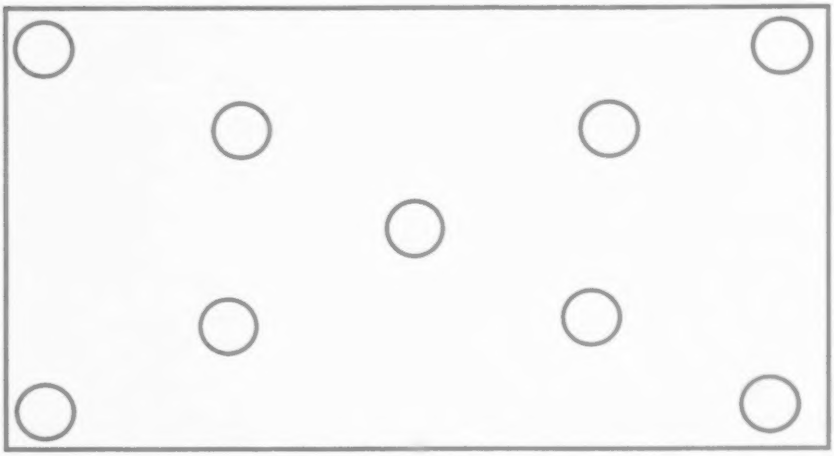
Score: ____________

Comments:

Total Possible Score: 90

Support System Card Activity

Everyone receives a 4 x 6 index card with circle stickers attached to one side as follows:



On the blank (no circle stickers) side of the card, list a goal you have for your child. Be sure to state what you want the child to accomplish and by when.

Then list 3 things to do in order to accomplish this goal.

Turn the card over and label the circle stickers as follows:

- The center dot is you.
- The four dots closest to the center are four people who are going to help you and your child reach that goal.
- The four corner dots are the resources that person is going to provide. Label the dot closest to the person with what they will provide to help you reach your goal. You may list *tangible* (material things, something you can touch) and *intangible* things.
- After all of the dots are labeled, connect them by drawing a line to all of the people and things that relate in some way.
- The web or network formed by the lines is a visual account of the strength of your support system. The more lines, the more support you have in reaching your goal.

Discuss how you could make your support system stronger.

Source: Pam Frazier, Pickaway-Ross JVS

Unit 7:

Relationships and Social Support Systems

Unit 7: Relationships and Social Support Systems

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on developing the skills necessary to build and maintain a variety of relationships and to develop support systems to deal with issues surrounding those relationships.

Teacher Background Information

The teacher background information reviews literature on the nature, function, and development of adolescent parents' relationships with others. References appear at the end of the section. **Page 562**

Learning Activities

The learning activities address ten competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 7.1:	Maintain friendships*	**Page 572**
Competency 7.2:	Identify characteristics of healthy partner relationships*	**Page 578**
Competency 7.3:	Analyze factors related to marriage*	**Page 582**
Competency 7.4:	Analyze stressors affecting families	**Page 586**
Competency 7.5:	Analyze factors related to child abuse and neglect	**Page 590**
Competency 7.6:	Assess dynamics of domestic violence*	**Page 596**
Competency 7.7:	Assess dynamics of sexual abuse*	**Page 600**
Competency 7.8:	Manage conflict	**Page 606**
Competency 7.9:	Investigate family legal issues*	**Page 616**
Competency 7.10:	Employ strategies designed to meet the basic needs of a teen-parenting family*	**Page 618**

*Expanded Competencies

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and are referenced according to their related competency. **Page 622**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 623**

Teacher Background Information

Teacher Background Information

Rationale

The importance of supportive social networks for pregnant and parenting adolescents who are facing multiple developmental and interpersonal transitions cannot be overstated. Their relationships reflect the quality of their lives and shape their futures. Numerous studies have confirmed beneficial outcomes related to positive social support for young mothers (Koniak-Griffin, Liminska, & Brecht, 1993). The social network of young mothers influences school attendance, parenting behavior, pregnancy outcomes, and the overall condition of their infants. Several studies have shown that social support has a positive effect on prenatal attachment and postnatal mother-child bonding (Chen, Telleen, & Chen, 1995; Andresen & Telleen, 1992). Social support helps adolescents mediate the variety of stresses they face and is especially critical for young mothers with fewer resources available to them and for those who are affected by racism and low socioeconomic status (Koniat-Griffin et al., 1993), and homeless teens whose children are at increased risk for neglect and abuse. In addition, positive social support is related to fewer psychiatric symptoms such as depression in young mothers (Rhodes & Woods, 1995; Fiore, Becker, & Coppel, 1983; Hirsch, 1980). Finally, the interaction of family and community support further enhances the well-being of pregnant adolescents (Chen et al., 1995).

It is clear that relationships can offer protection against stress and can ease the effects of difficult life events. However, relationships can also be the source of stress, tension, conflict, and other forms of social strain (Rhodes & Woods, 1995). For adolescent parents, would-be support systems are also the source of problematic relationships and traumatic life events, obstructing and sabotaging the best efforts made on their behalf. Students' ability to function in supportive relationships may have been crippled by experiences with their families of origin. They may be involved in destructive and violent relationships, they may have limited experience with positive relationships, and they may simply not have the emotional and interpersonal skills to function in such relationships. The consequences are seen by educators on a regular basis; they are unable to protect themselves and they are unable to protect their children.

Background

Social support is generally defined to include the functions of emotional support, cognitive guidance, tangible assistance, and pregnancy assistance. Family members, particularly mothers, are viewed as the most important source of support by adolescent mothers in several studies. Living with one or both parents tends to increase the participation time of young mothers in parenting programs. Siblings and friends are important sources for task assistance and emotional support. The male partners of adolescent mothers can provide emotional support, financial aid, and child care, when they are available.

Family Support and Conflict. Teen mothers, particularly those under age 18, are quite likely to depend heavily upon their mothers for both emotional and material support (de Anda & Becerra, 1984; Richardson, Barbour, & Bubenzer, 1991). Additionally, the adult mother often provides child care while the adolescent is at school or at work. These adult mothers remain the primary identification figures and principal transmitters of values to their daughters (Musick, 1993). The types of support that adult mothers provide for teen mothers can be effective, but there is great potential for conflict (Apfel & Seitz, 1991; Richardson et al., 1991) and stress. It is not uncommon for professionals to report conflict stemming from adult parents usurping the teen mother's role. Additionally, when a young mother's parenting practices contradict the adult mother's or grandmother's customary childrearing practices, generational conflict may erupt (Barth & Schinke, 1984; Auld & Morris, 1994).

Conflict in a family can have damaging effects. Generational conflicts may contribute to stress experienced by mother and child, and may damage the relationship between the adult mother and teen parent. It is important not to confuse family conflict with abuse. When abuse occurs, the situation requires a different kind of response. As an adolescent parent, managing conflict requires the development of many skills and abilities to recognize the conflict, prevent it when possible, resolve it when possible, and live with the conflict when prevention and resolution is not possible. Some conflicts cannot be resolved. Differences may be aired but no solution or compromise can be found, so the conflict is in stalemate. Stalemate is a form of conflict management, but the conflict has not been resolved.

Our primary goal in developing conflict management skills is to increase the likelihood of having constructive conflicts. A constructive conflict occurs when each person involved feels that his or her thoughts and feelings have been respected. No one feels diminished or demeaned in the conflict. Rather, the people involved understand each other better as a result of the disagreement. Skills important to constructive conflict resolution include learning to clarify and recognize one's own feelings, needs, wants, and values; learning to identify the feelings, needs, wants, and values of others; communication skills, integrating different concerns and ideas into possible solutions, and knowing resources available to help mediate conflict.

Partner Relationships and Marriage. Less than 30 percent of teen mothers are married when their baby is born. Teen marriages are much more likely to end in divorce than later marriages. Unrealistic expectations, fewer financial resources, immaturity, and unhealthy relationships contribute to the failure of these marriages (Lindsay, 1996). Teen marriage can also be a barrier to optimal development, particularly for teen mothers who can be isolated from their peers and the rest of their social support system. Even when teens choose not to marry, their partner relationships can be unhealthy, resulting in developmental problems for both parents and children.

Since 25 percent of teens have grown up in homes with violence, they may assume interpersonal violence is a way of life. The rate of exposure to family violence for teen parents is likely to be higher. For males, growing up in a violent home is the strongest predictor of becoming a batterer in teen and adult years. Additionally, teen mothers who have been sexually abused as children tend to be involved in a violent relationship with a partner (Boyer & Fine, 1992). Personally witnessing violence can generate trauma in children as well. Family violence can rob children of experiencing safe attachments (Oehlberg, 1995). Violence is likely to begin in dating relationships, where 25 percent of all dating couples use violence within the relationship. There is no difference in this percentage based on race or class (Allen, 1995). Relationships are often not ended immediately as a consequence to the violence. And when attempts to end the relationship occur, then the abuse and stalking behaviors intensify.

Child Abuse and Neglect. The number of reported cases of all types of child abuse is estimated to be 23.1 children per 1,000 children in the general population (U.S. Department of Health and Human Services, 1996). The National Center on Child Abuse and Neglect classified child maltreatment into four major types: physical abuse, sexual abuse, emotional abuse, and physical neglect. Child neglect can be physical, educational, or emotional. These classifications are further defined in the learning activities in this unit. Physical and sexual abuse has overshadowed emotional abuse and neglect in child abuse research. Thus, there is more information on the prevalence of these types of abuse. The prevalence of childhood sexual abuse is estimated to be quite high—20 to 30 percent for females and 10 to 15 percent for males (Briere, 1992).

The most recent national incidence study of child abuse and neglect provides a comprehensive source of information and demographic description of child abuse nationwide (U.S. Dept. Health and Human Services, 1996). The findings from this study indicate that girls are sexually abused three times more often than boys, while boys have a greater risk of emotional neglect and of serious injury. All children become more vulnerable to sexual abuse from age three on.

Although there are no significant differences in the incidence of maltreatment or related injuries across racial groups, poverty and single parenthood increase the risk of abuse for children. Children of single parents had a 77 percent greater risk of being harmed by physical abuse, an 87 percent greater risk of being harmed by physical neglect, and an 80 percent greater risk of suffering serious injury from abuse or neglect than children living with both parents. Children living in larger families were more at risk for physical neglect than those from single-child families. Children living in families with incomes below $15,000 were over 22 times more likely to experience maltreatment of some form than children in families whose income was $30,000 per year or more. In addition, children from lower income families were 18 times more likely to be sexually abused, 56 times more likely to be educationally neglected, and over 22 times more likely to be seriously injured from maltreatment than children whose families had higher incomes. Single parents are not inherently worse at parenting than their dual-parenting counterparts. Single parents are much more likely to face many more life stressors, including fewer resources and less relief from their care-giving responsibilities.

Significant numbers of adolescent parents have histories of childhood abuse. Educators are often aware of the wide range of abuse and neglect experienced by their students. However, studies of young parents have most often focused on sexual abuse as an antecedent to early pregnancy (Gershenson, Musick, Ruch-Ross, Magee, Rubino, & Rosenberg, 1989; Butler & Burton, 1990; Boyer & Fine, 1992) .

A survey conducted by the Ounce of Prevention Fund (1989) of 445 black, white and Hispanic pregnant and parenting adolescents indicated that 61 percent reported sexual abuse. Of those who reported abuse, 65 percent had been abused by more than one perpetrator and 50 percent reported more than one experience of abuse. A later study conducted by Boyer and Fine (1992) in Washington state reported that two-thirds of 535 pregnant and parenting adolescents had been sexually abused prior to their first pregnancy. Fifty-five percent had been molested, 42 percent had been victims of attempted rape and 44 percent had been raped. The prevalence of abuse in the Boyer and Fine sample is considerably higher than those made for general populations. In Russell's (1986) study of 900 women selected at random, one in three reported some form of sexual exploitation, and one in four reported rape.

On average, the teen women in the study reported that they were 9.7 years old at first molestation, with 24 percent reporting that their first molestation occurred at age five or younger. The average age of the offender was 27.4 years. Of the victims, 77 percent were molested more than once, and 54 percent were victimized by a family member. Forty-four percent of the sample had been raped and 42 percent had experienced at least one attempted rape. The average age at first rape was 13.3 years for victims and 22.6 years for perpetrators. One half of the respondents who had been raped were raped more than once.

Risk factors for becoming a perpetrator of child abuse and neglect include lack of resources to meet basic needs; lack of social support; lack of knowledge about child development, child behavior management skills, and information on anger and stress management; and low self-esteem. For adolescent parents, a personal history of being abused as a child should be added to this list. Although teen parenting in and of itself is not necessarily a risk factor, adolescent parents who have a personal history of being abused are particularly at risk for abusing their children. Twenty-one percent of young mothers with a history of being sexually victimized were identified by Child Protective Services (CPS) as maltreating their children as compared to 8 percent of nonabused mothers (Boyer & Fine, 1992). Adolescent mothers who had been abused were more likely to report that their children had been abused, had CPS reports or contact, and had their children taken from them by CPS than nonabused adolescents.

Zuravin and DiBlasio (1992) examined neglect among low-income adolescent mothers. Compared to nonmaltreating peers, neglectful teen mothers were more likely to have been sexually abused while growing up, to have begun parenting at a younger age, to have had more than one child as a teen, to have had premature or low birth weight babies, and to have less education.

In a related study, abused adolescents were more likely to report substance use during pregnancy and gave birth to significantly smaller, less mature infants. Abused adolescents in this study scored significantly higher on stress and depression scales and had families who were less supportive than nonabused adolescents (Stevens & McAnarney, 1994).

Sexual Abuse and High Risk Behavior. Sexual abuse has been associated with high-risk sexual behavior and other negative outcomes for adolescent and adult women (Stevens & Reicher, 1994; Polit, White, & Morton, 1990). Research (Boyer & Fine, 1992) comparing abused and nonabused adolescent mothers found additional risk factors associated with prior abuse. Teen mothers with a history of prior abuse are more likely to

- Begin "voluntary" intercourse earlier (if sexually victimized prior to first pregnancy)
- Have older sexual partners
- Have partners who use drugs and alcohol at intercourse
- NOT use contraception at any time
- Have had an abortion
- Be in a violent partner relationships
- Have a repeat teen pregnancy
- Report more emotional abuse and physical maltreatment in childhood
- Have experienced repeated victimization
- Have had a sexually transmitted disease
- Have had problems with drugs or alcohol

Sexual abuse that is potentially more harmful to a child has the following characteristics:

- More frequent and is of longer duration
- Includes penetration
- Earlier age of onset
- Close relationship to perpetrator, wider age difference, and abuse by a male
- Passive submission by the child
- Lack of assistance if abuse is disclosed
- Negative parental reaction upon disclosure (Courtois 1993)

Long-term Effects of Abuse. Abused children suffer long-term traumatic effects. Abuse and neglect that occurs prior to age three has a much greater potential to negatively affect the optimal development of the brain. Children who have experienced serious and uncontrollable events in their lives, such as abuse, may be affected over time and demonstrate motivational, developmental, cognitive and emotional deficits. The clinical literature on child abuse reports such long-term effects as psychiatric illness; depression anxiety; suicide ideation; negative sexual esteem and sexual maladjustment; drug addiction; and repeated victimization. Victims of sexual abuse are generally at higher risk of problems of mental health and social functioning arising from the powerlessness and stigmatization of the abuse process (Browne & Finkelhor, 1986; Conte & Schuerman, 1987; Finkelhor & Browne, 1985).

Higher levels of dissociation and of depression have been identified in abuse victims in clinical and nonclinical populations. Becker-Lausen and Rickel (1995) found that child abuse was related to higher levels of dissociation and depression, and subsequently to other negative life outcomes. Briere and Runtz (1988) concluded that abusive parenting was associated with increased levels of anxiety, depression, interpersonal sensitivity, obsessive-compulsive behavior, and body dysfunctions brought on by psychological conflict. *Common characteristics of survivors of sexual abuse include the following*:

- symptoms of post-traumatic stress
- cognitive distortions
- damaged self-image
- low self-esteem
- dissociation
- impaired self-reference affecting boundary issues
- sense of personal emptiness and lack of self-directedness

The developmental difficulties in interpersonal interaction that have been identified in abused individuals include muted sensory-perceptive response; negative self-image; inability to trust and function in intimate relationships; inability to distinguish between thought and action; cognitive and motor dysfunctions; language disabilities; speech and hearing deficits; and deficits in personal and social skills (Martin, 1968).

Abuse limits opportunity for developmental achievements, cognitive growth, and reasoning. Developmental skill deficits lead to other failures that are compounded by the young person's inability to comprehend and make decisions in increasingly complex situations that they face as adolescents and young adults. A developmental lag relative to reasoning will reveal itself in other developmental domains as well. These developmental lags may range from the most profound sensory-motor problems to difficulties with formal operational logic.

Putnam and Trickett (1993) point out that the long-term effects of child sexual abuse are quite divergent. They suggest that the psychological effects of abuse may appear in five interrelated areas: 1) development of self-esteem and self-concepts; 2) beliefs about personal power, control, and self-efficacy; 3) development of cognitive and social competencies; 4) emotional and behavioral regulation; and 5) psychiatric symptomatology. This framework is particularly useful for understanding the difficulty with interpersonal relations found among adolescent parents with abuse histories.

This seems to be supported by Peterson and Seligman (1983) who put forward the thesis of "learned helplessness," which might be a maladaptive response to victimization. This model is useful for understanding the passive reaction of many victims of sexual abuse in relationships. The "uncontrollability" of the original abuse and repeated violations of personal boundaries is crucial for the development of subsequent interpersonal deficits (Peterson & Seligman, 1983).

All humans have an innate drive to gain mastery over their environment. Abuse and neglect in childhood can undercut the developing sense of self-efficacy. Survivors of abuse generally never gain a sense of control. Their needs were often not met in predictable ways; the world is a series of random events in which they are powerless. They fail to learn the fundamental relationship of cause and effect, the basis for a sense of self-efficacy and ultimately self-esteem. In this condition of learned helplessness, there is little opportunity to practice decision making, problem solving, or the other skills learned in normal social interactions.

Judith Herman also comments on the problems survivors have with basic trust, autonomy, and initiative:

> Almost inevitably, the survivor has great difficulty protecting herself in the context of intimate relationships. Her desperate longing for nurturance and care makes it difficult to establish safe and appropriate boundaries with others. Her tendency to denigrate herself and to idealize those to who she becomes attached further clouds her judgement. Her empathic attunement to the wishes of others and her automatic, often unconscious habits of obedience also make her vulnerable to anyone in positions of power or authority. Her dissociative defense style makes it difficult for her to form conscious and accurate assessment of danger. **And her wish to relive the dangerous situation and make it come out right may lead her into reenactments of the abuse** (1992, p. 111)

The legacy of childhood traumas often block the development of mutually supportive relationships. Herman (1992) describes how ordinary interpersonal conflicts may turn into anxiety, depression, and rage for the survivor. They may recall past abuse and current relationships continue to reflect instability, injustice, and betrayal (Herman, 1992, p. 111).

The abuse histories of students who are now in GRADS programs will have had a significant impact on their relationships with others. Briere (1992) has described the tendency of abuse survivors to engage in frequent sexual activity with multiple partners during periods of depression, loneliness, perceived abandonment, or rejection. The components of Unit 7, domestic violence, child abuse and neglect, and sexual abuse, will bear directly on their own experiences.

Sexual abuse not only shapes a child's developing sexuality inappropriately, it also involves considerable social isolation (Herman, 1992; Musick, 1993). Judith Musick writes about the extraordinary vulnerability of pregnant adolescents who have been abused:

> Social isolation that results from a lack of sustained contact and exposure to other people and institutions then administers the psychological coup de grace, fixing interpersonally dysfunctional ways of relating and weakening the boundary between the personal and other aspects of her life. Together, psychological vulnerability and social isolation ensure that the lives of many poor young women will by ruled by their relations to men (p. 71).

Coping strategies that may have been adaptive in abusive situations are maladaptive for young people trying to develop personal relationships. Educators may observe that their relationships seem to be reenactments of prior victimization. Several studies have shown that adolescent girls with histories of sexual victimization engage in "voluntary" intercourse at younger ages and are more likely to experience repeat sexual victimization as well as domestic and physical violence (Boyer & Fine, 1992; Musick, 1993).

The problems faced by young parents with a history of abuse in the interpersonal domain are generalized to work and school interactions as well. Coping strategies and defensive mechanisms used to regulate anxiety, fear, and danger, such as dissociation, denial, and repression, are often misinterpreted in these settings.

Implications for GRADS Programs. A litany of the effects of sexual abuse may seem overwhelming, but it is important to recognize that the restoration of social bonds is one step in the resolution of trauma (Herman, 1992). The research literature on social support and adolescent mothering supports the role of educators who provide cognitive guidance to young mothers in the critical areas of this component of the GRADS curriculum. It is quite likely that teen fathers also benefit.

Rhodes and Woods (1995) found that cognitive guidance, defined as advice or information, was the only social support category linked to fewer psychiatric symptoms and better mood ratings. The researchers concluded that cognitive guidance helped young mothers identify resources, and understand and cope with complex interpersonal problems. Teen mothers were more accepting of cognitive guidance when there were low levels of conflict with the people in their social support networks. Alternatively, teen mothers who were in difficult, abusive, or violent relationships were less likely to benefit from cognitive guidance or any other resources offered to them by people outside their network (Herzog, Cherniss, & Menzel, 1986; Hirsch, 1980). In a supportive finding by Fiore et al. (1983), upset in cognitive guidance had the strongest relationship to depression, dissociation, and suicidal ideation in the abuse survivor.

Others have argued the importance of young mothers being comfortable in a role relationship that helps tolerate and master the discomfort in others (Simmons & Blythe, 1987).

Educators have the opportunity to provide cognitive guidance through personal relationships in the GRADS program. These relationships can function as "arenas of comfort" from which young parents can begin to address social strain in their lives and learn to recreate supportive networks (Rhodes & Woods, 1995).

References for Teacher Background

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Competency 7.1: Maintain friendships*

Group learning activities appear on left-facing pages; individual learning activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Learning Activities

Group Learning Activities

a. Read aloud in class the children's book, *A Friend is Someone Who Likes You* by Joan Walsh Anglund. In small groups, use markers and newsprint to draw or communicate a visual representation of the meaning of friendship. Share your drawing or visual representation with the class and develop a definition for the word *friendship*. As a class, discuss ways that being a parent may isolate you from friends, such as those listed below. Discuss the consequences of being isolated from friends. (7.1.1)

(1) Friendships ending or changing due to the new roles and responsibilities of parenthood
(2) Unhealthy partner relationships that demand constant attention
(3) Lack of child care to provide opportunities to be with friends

Processing Questions
- *Why are friends important in your life?*
- *What can friends do for you?*
- *What can you do for your friends?*

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b. In pairs, complete **Cartoons About Friendship** (pp. 623-624). (7.1.1)

Teacher Note: The answers to **Cartoons About Friendship** (pp. 623-624) are as follows:
(1) Cooperation
(2) Sharing
(3) Compromise
(4) Understanding
(5) Acceptance
(6) Compassion
(7) Compatibility
(8) Nonjudgment
(9) Loneliness
(10) Rejection

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.1.1 Determine the importance of friendship*
7.1.2 Contrast types of friendships*
7.1.3 Assess positive and negative aspects of peer pressure*
7.1.4 Analyze problem situations involving friends*

*Expanded Competencies

Individual Learning Activities

a. Write or record a journal entry describing a good friend you had or now have. Use the questions below to summarize your thoughts about the importance of friends. (7.1.1)

(1) What qualities does a good friend have?
(2) What did you learn about yourself from your friendship with this person?
(3) What do you have to offer as a friend? What kind of friend are you?
(4) Why are friends important?

Teacher Note: Two additional questions may be added to address concerns of pregnant teens, if appropriate. They are
(1) How did your friends react to your pregnancy?
(2) Have your friends changed since you became pregnant (had a child)? If so, what do you think are the reasons for these changes?

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b. Make a list of the people you consider to be your friends. Complete **Your Friendship Support System** (p. 625). Explain the role each different friend plays in your life. (7.1.2)

Processing Questions

- *What would happen if a teen parent did not have the support of strong friendships?*
- *What do the friendships you have with others mean to you? To your child?*
- *Is there anything about your friendship support system you would like to change? Why or why not?*

Competency 7.1: Maintain friendships* *(continued)*

Group Learning Activities

c. Form two groups. Have the first group create a list of problems most teen parents face. Have the second group list different types of friendships, such as those listed below. Share your ideas with the class. First, examine the different types of friendships, and explain what each different type of friend could contribute to your life and how you could contribute to the life of each different type of friend. Then examine the list of teen parent problems and discuss the type of friend who might be able to provide information or be a source of support for each type of problem. (7.1.2)

(1) Mentor
(2) Peer
(3) Coworker
(4) Sibling
(5) Parent
(6) Opposite sex

Processing Questions
- *In what situations do you have different types of friends?*
- *How do these friends meet different needs?*
- *How do your friends influence you?*
- *Why would you choose certain types of friends to help with particular types of problems?*

d. In small groups, distribute candy, popcorn, or another special snack to each group. Choose one group member who is not to eat under any circumstances. Other group members are to share the treats and try to convince the one group member to eat some also. Under no circumstances is the group member to eat the treats. Following the activity, share the feelings of those who played each role in the group. Use classroom resources to define *peer pressure* and identify examples of positive and negative peer pressure. Create and perform skits to illustrate ways to respond to different examples of peer pressure. Discuss the consequences of the actions taken in the skits. (7.1.3)

Processing Questions
- *How can peer pressure be a positive influence in your life? A negative influence?*
- *How can you tell the difference between positive and negative peer pressure?*
- *What actions do you need to take to deal with negative peer pressure in your life?*

Individual Learning Activities

c. **Family Involvement:** Interview your parent(s) about the qualities they value in a good friend. Ask them to complete **Your Friendship Support System** (p. 625), and share the role different friends play in their lives.

d. Use classroom resources to define *peer pressure*. Use words or pictures to illustrate examples of positive and negative peer pressure. Discuss your responses to these different situations with your teacher. (7.1.3)

Processing Questions
- *What are the consequences of positive peer pressure?*
- *What are the consequences of negative peer pressure?*
- *What skills do you need to deal with negative peer pressure situations?*

Competency 7.1: Maintain friendships* *(continued)*

Group Learning Activities

e. In small groups, select one of the case studies below and use the practical problem solving process to decide what to do in that situation. Create a story about your solution for the class and explain why you chose the solution you did. (7.1.4)

(1) My baby's father is dating a girl in my class who has always been a good friend of mine.
(2) My best friend's mom and step-dad are "using" and "dealing" and I'm concerned about my friend's welfare.
(3) Now that I have a baby, my best friend doesn't come over any more.
(4) I just found out that my best friend has been sharing a secret that I told her not to tell anyone.
(5) Whenever I talk with my girlfriend, she spends all her time talking about her problems and never listens to mine.
(6) Your girlfriend has told you she is pregnant or thinks she is pregnant and wants to keep it a secret.

Processing Questions

- *What values and goals influence your decisions when dealing with problem situations?*
- *What consequences might these actions lead to? How does this affect your friendship?*
- *Have you thought about the viewpoint of your friend and effect of your decision on your friend?*

FHA/ HERO

f. Develop a community service project to assist an organization that helps teens with friendships and/or peer pressure (such as Big Brothers/Big Sisters, youth groups, or community recreation programs). Keep a record of your involvement with the organization and reflect on what you have learned about maintaining friendships. (7.1.3)

Processing Questions

- *How does the organization you worked with promote strong friendships?*
- *Why is this organization's work important to your community?*
- *What has been your contribution to the work of this organization? What has your experience done for you?*

Individual Learning Activities

Action Project

e. Read **How to Make and Keep a Friendship Strong** (pp. 626-627). Select one of the suggestions for keeping a friendship strong and think of a personal example of how a friendship you have was or could have been maintained, using the suggestion. Share this example with your teacher. Choose one or two of the suggestions from the article and develop a written plan of action for maintaining one or more friendships in your support system. Your plan should include the components listed below. Write or tape-record your progress in achieving the goals of your plan. Meet with your teacher to assess your progress and adjust your action plan accordingly. (7.1.4)

(1) Goal(s)
(2) Steps for meeting goal(s)
(3) Time line
(4) Ways to keep a record of your progress
(5) Standards for assessing your progress

Processing Questions
- *What are your strengths and weaknesses as a friend?*
- *What can you do to be a better friend?*
- *What happens when you make a conscious effort to be a better friend? How do your friends respond?*
- *What might happen if your efforts to strengthen a friendship do not go as you planned?*

f. Identify a friendship conflict you have had recently. Write or tape-record a journal entry describing what happened and the action you took. Use the questions below to reflect on your experience. (7.1.4)

(1) How do you feel about that action? Was it the best choice?
(2) What effects did your action have on your friendship?
(3) What could you have done differently?

Competency 7.2: Identify characteristics of healthy partner relationships*

Learning Activities

Group Learning Activities

a. Individually list the characteristics of a healthy relationship with a partner. Choose a partner and share your list. Note similarities and differences. Compare your lists with those characteristics identified on **Compatibility Checklist** (p. 628). (7.2.1, 7.2.2)

Processing Questions
- *What characteristics are most important in a healthy relationship? Least important? Why?*
- *How can you tell when a relationship is healthy?*
- *What are the desirable characteristics you look for in a partner?*

b. Read **Building a Healthy Relationship** (p. 629). Discuss which steps you consider to be most important and why the steps are listed in this particular order. (7.2.6)

Processing Questions
- *Which step are you on in your current relationship?*
- *Which steps do teens often skip in building their relationships?*
- *What happens when steps are skipped?*
- *What "baggage" do we carry up these steps that cause us to tumble back down?*
- *How do our self esteem, family and friends help or hinder us in our climb/tumble?*
- *How does choosing a friend relate to building a relationship with a healthy partner?*
- *Why should your partner in life be a good friend?*

c. In pairs, use newsprint, markers, and pictures to create a graphic representation of *love*. Your representation should reflect what you think love looks like, sounds like, and feels like. Share your work with the class and identify similarities and differences with those representations developed by others. (7.2.6)

Processing Questions
- *Why is love so difficult to define?*
- *What are the different types of love?*
- *Why is love important?*

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.2.1 Analyze factors involved in establishing relationships*
7.2.2 Identify desirable characteristics of a partner*
7.2.3 Demonstrate strategies for saying no*
7.2.4 Identify potential relationship problems*
7.2.5 Analyze effects of power imbalance and violence on each person and on the relationship*
7.2.6 Establish guidelines for building sound and mutually respectful relationships*
7.2.7 Evaluate the role of friends in a healthy partner relationship*

*Expanded Competencies

Individual Learning Activities

a. Write or record a journal entry about your current boyfriend or girlfriend and what influenced the development of your relationship. Use the questions below to reflect on that relationship. (7.2.1, 7.2.2)

   (1) What personality traits do you like/dislike?
   (2) If you could change one thing about your partner what would it be?
   (3) How did you meet?
   (4) What first attracted you to this person?
   (5) What has kept the relationship going?
   (6) What do you like best about the relationship? Least about the relationship?
   (7) What do you contribute to the relationship? What does the other person contribute?

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b. Read **What is a Healthy Relationship?** (p. 630). Evaluate your current or most recent relationship using the criteria suggested on the handout. (7.2.1, 7.2.2, 7.2.6)

   Processing Questions
   - *What are the short-term and long-term consequences of a healthy relationship for you? For your child?*
   - *What are the short-term and long-term consequences of an unhealthy relationship for you? For your child?*
   - *Who is affected by an unhealthy relationship between two people?*
   - *Why is it sometimes difficult to end an unhealthy relationship?*

---

c. Read **Love or Infatuation?** (p. 631). Use markers, construction paper, and pictures to create a two-sided collage illustrating what these two concepts mean to you. Share your collage with your teacher and discuss the consequences of entering into relationships based on each of these types of feelings. (7.2.1)

Competency 7.2: Identify characteristics of healthy partner relationships ***(continued)***

Group Learning Activities

d. In pairs, create case studies about relationship problems and write them on index cards in the form of a letter to "Dear Abby." Shuffle the cards, choose a letter with a problem, and write a response. Share your ideas about what to do with the class. Use the questions below to reflect on each situation. (7.2.3, 7.2.4)

(1) Is a power struggle involved?
(2) Is someone being victimized?
(3) Is violence an issue/could it be?
(4) What would it take to rebuild the relationship?
(5) Is the relationship salvageable?

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e. Read **Teenage Power and Control in Dating** (p. 632). Refer back to the "Dear Abby" letters you developed in the previous activity and identify issues of power imbalance and violence on each person and on the relationship. (7.2.5, 7.2.6, 7.2.7)

Processing Questions

- *Are any issues of power imbalance or violence involved?*
- *How is each person in the relationship affected short-term? Long-term?*
- *Why do people find themselves in these unhealthy relationships?*
- *What guidelines can we agree on for building sound and mutually respectful relationships?*
- *Who can support us? How?*
- *What positive role can friends and family play?*
- *How can friends and family play a negative role?*

Individual Learning Activities

d. **Family Involvement:** Interview family members and friends using questions such as those listed below. From your interview findings, develop a list of possible problems in relationships. Select one or more of these problems and use the practical problem solving process to determine how you would handle that problem. Share your solution, justification, and thinking process with your teacher and with your parent(s). (7.2.1, 7.2.3, 7.2.4)

(1) What are the characteristics of an ideal partner?
(2) What does love look like, sound like, and feel like?
(3) What kinds of things can get in the way of a healthy relationship?
(4) How can love go wrong?
(5) How should a person avoid or end a relationship he or she believes is unhealthy?

Processing Questions

- *What did you consider as you decided what to do about this practical problem?*
- *Is your solution ethical? Why or why not?*
- *What would happen if everyone facing this problem took the action you recommended?*

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e. Read **Teenage Power and Control in Dating** (p. 632). Read the case studies on **Young Adult Partner Abuse** (p. 633) and identify issues of power imbalance and violence and the impact of these issues on each person in the relationship. (7.2.5, 7.2.6, 7.2.7)

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Competency 7.3: Analyze factors related to marriage*

Learning Activities

Group Learning Activities

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a. On the chalkboard, write the practical problem "What should I do about making a decision about marriage?" Read the quote below and identify the feelings and expectations expressed about marriage in the quote. (7.3.1)

(1) When you get married, you sacrifice a lot, but it's worth it. It's harder for us because I didn't have to worry about money before we got married. Now we both realize it takes two to earn the money. We are having a real hard time now, but I figure it's not something to give up on. Each of us lost a lot of friends when we got married. We're the only two among our friends that grew up. They still do a lot of running around. We have some new friends, and we get along fine by ourselves. We've learned a lot. I didn't know anything about marriage and kids, and our parents didn't teach us anything. We just learned it all on our own. We talk more now than screaming and yelling.

Source: Lindsay, J., *Coping with Reality*, (1995) page 21.

Processing Questions
- *How is teen marriage different than marriage between older partners?*
- *What are there some advantages of teenage marriage? Some disadvantages?*
- *When teens marry, what do they expect from their partner and the marriage relationship?*

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b. In small groups, develop a list of characteristics of an "ideal" marriage. Identify the top three to five characteristics you would consider essential. Post your list in the classroom and compare it with those developed by other groups. (7.3.1)

Processing Questions
- *Which characteristics are most important? Why?*
- *Which characteristics can you not tolerate? Why?*
- *Which characteristics could you compromise on?*
- *What values and morals are important to you in a marriage?*
- *How are your expectations like/different from your parents?*

Unit 7: Relationships and Social Support Systems

Competency Builders:

.3.1	Identify shared expectations of marriage*
7.3.2	Establish guidelines for building sound and mutually respectful marriages*
7.3.3	Negotiate the financial responsibilities of marriage*
7.3.4	Evaluate the role of friends in a marriage*
7.3.5	Analyze traits of a healthy marriage*
7.3.6	Analyze effects of power imbalance and violence on each person and on the marriage*

*Expanded Competencies

Individual Learning Activities

a. Write or record a journal entry describing an ideal marriage. Using a long piece of computer paper or newsprint, create a continuum. Mark one end of the continuum, "Ideal," the other end of the continuum, "No way!", and the middle of the continuum, "Okay." Use markers and pictures to convey your expectations for marriage (partner characteristics, relationship characteristics, roles and responsibilities for each person in the marriage) at each point on the continuum. For example, your expectations at the ideal end of the continuum should represent the ideal marriage you described in your journal entry. Your expectations at the "No way!" end of the continuum should represent those things you would not want as part of a marriage. Violence, for example, might be listed under this end of the line. Share your continuum with your teacher and discuss the similarities and differences between different points along the continuum. (7.3.1)

Processing Questions

- *What has influenced your ideas about an ideal marriage?*
- *Is it possible to have an ideal marriage? Why or why not?*
- *How did you decide what your most important expectations were about marriage?*
- *What values do your responses reflect?*

b. Complete **Scorecard for Predicting Success of Teenage Marriage** (p. 634). Reflect in your journal on your learnings and new feelings related to marriage. Apply these learnings to your own situation. (7.3.2, 7.3.4, 7.3.5)

Processing Questions

- *How can you tell when a marriage is healthy?*
- *What factors might predict a healthy marriage?*
- *Which of these factors could you control? Which are out of your control?*

Competency 7.3: Analyze factors related to marriage* *(continued)*

Group Learning Activities

c. In pairs, make a list of the pros and cons of teen marriage. Share your list with other groups. Interpret the statistics identified on **Moving In—And Dropping Out** (p. 635). Explain other types of statistics that you could find to confirm your list of pros and cons. (7.3.1)

Processing Questions

- *What are the positive consequences of teen marriage for you? Your partner? Your child? Your family? What are the negative consequences?*
- *What are the short-term consequences? The long-term consequences?*
- *How might these consequences influence your decision about teen marriage?*

Teacher Note: A helpful reference for this activity is *Teenage Couples—Expectations and Reality* by Jeanne W. Lindsay, published in 1996 by Morning Glory Press.

d. In small groups, use a set of findings reported on **Teenage Couples—Expectations and Reality** (p. 637). Interpret the information shown in the graphs and report what the findings mean. Explain whether the information is what you expected it to be or different from what you expected it to be. Share your findings with the class. Give reasons for your conclusions. (7.3.1, 7.3.6)

Processing Questions

- *What does this data tell us?*
- *How can you apply this to your situation?*
- *Based on this data, is it a good idea to get married? Live with someone? Why or why not?*

FHA/
HERO

e. Invite a panel of married individuals or couples with differing experiences and backgrounds (such as a recently-graduated teen couple, a couple who were married as teens, a couple who have weathered a long-term marriage, etc.). Develop a list of questions to ask the panel, such as those listed below. (7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5)

(1) What were your shared expectations of marriage?
(2) How have you had to adjust to help your relationship work?
(3) What problems have you encountered in your marriage and how did you overcome them?
(4) How do you negotiate the financial responsibilities of marriage? (Who pays bills, who decides what to spend money on, etc.)
(5) What part do friends play in your marriage (positive and negative)?
(6) What advice would you give for building a strong and mutually respectful marriage?

Individual Learning Activities

c. Complete **Should Partners Be Equal?** (p. 636). Write a vignette similar to those on the handout involving partner roles and relationships. Discuss this vignette with your teacher and illustrate how you would clarify the marriage roles and relationships in your example. (7.3.3, 7.3.6)

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d. Complete **Sharing the Tasks of Living** (p. 638). Make a list of duties you would consider appropriate for husband and wife in a teenage marriage with a small child. Explain why is it important to discuss issues that may be in conflict. (7.3.1, 7.3.2)

> **Teacher Note:** Suggested answers to **Sharing the Tasks of Living** (p. 638) are A1=B6; A2=B4; A3=B7; A4=B5; A5=B3; A6=B1; A7=B2. If students' responses vary, discuss the justification for their responses.

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e. Complete **Family Roles, Family Work: Contract Issues** (p. 639). (7.3.2, 7.3.3, 7.3.5, 7.3.6)

Processing Questions

- *Why are extended family roles and relationships particularly important for teenage marriages?*
- *Why is it helpful to discuss these issues up front?*
- *How do all parties benefit?*

Competency 7.4: Analyze stressors affecting families

Teacher Note: Use the learning activities on stress management (Competency Builder 1.5) in Unit 1 to supplement this section.

Group Learning Activities

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a. Write example of family stress situations on index cards. Shuffle the cards, select and read them one at a time aloud to the class. Discuss the factors affecting family stress in each situation. Following your discussion, develop a definition of the word *stress*. Read **Stress and the Family** (pp. 640-641) and explain how family relationships can be influenced by stress. Collect current newspaper articles that deal with family stress. Choose one of the articles and present it to the class and answer the questions below. (7.4.1, 7.4.2, 7.4.3)

   (1) What is the source of stress in the article?
   (2) What are the consequences of this problem?
   (3) What would you do about this problem? Why?

---

b. In small groups, choose one of the following factors that may affect family stress and research the potential effects of that stressor on the family. Make a list of survival techniques for families facing these difficult issues. Present your findings to the class. (7.4.4, 7.4.5, 7.4.6, 7.4.7, 7.4.8, 7.4.9, 7.4.10)

   (1) Substance abuse
   (2) Extended/terminal illness
   (3) Rivalry between siblings and extended family members
   (4) Blended families
   (5) Family loss (e.g., divorce, death, miscarriage)
   (6) Financial status
   (7) Parental employment status
   (8) Life events (moving, shared custody, etc.)

Competency Builders:

7.4.1 Identify the interrelationships of family members
7.4.2 Analyze the impact of parents' relationship/parent's relationships on children
7.4.3 Analyze the impact of children on the parents' relationship/parent's relationships
7.4.4 Assess the potential effects on the family of drug, alcohol, or other substance abuse
7.4.5 Assess the potential effects of extended/terminal illness on the family
7.4.6 Assess the potential effects of rivalry among siblings and extended family members
7.4.7 Assess the potential effects of blending families
7.4.8 Assess the potential effects of family losses (e.g., divorce, death, miscarriage)
7.4.9 Analyze the impact of family financial status on individuals and the family system
7.4.10 Analyze the impact of parental employment status on individuals and the family system

Individual Learning Activities

a. Design a visual representation or diagram of your family system. Show the members of the family and their relationship to one another. Describe the types of interaction between family members. Use classroom resources to define *stress*. Reflect on your diagram and think about the factors that might cause stress in your family. List those factors. Share your list with your teacher. (7.4.1, 7.4.2, 7.4.3)

Processing Questions
- *What is the impact of parents' relationships on children?*
- *What is the impact of children's' relationships on parents?*
- *How do these interactions affect family members?*
- *How do children affect the family system?*
- *What causes stress in families?*

b. Select one of the following factors that may affect family stress and research the potential effects of that stressor on the family that has relevance to your own present needs and concerns. Use classroom resources, newspaper articles, and interviews with family counselors or people who work in community support services for families. Develop a list of strategies you could use to help your family deal with that type of stressor. (7.4.4, 7.4.5, 7.4.6, 7.4.7, 7.4.8, 7.4.9, 7.4.10)

(1) Substance abuse
(2) Extended/terminal illness
(3) Rivalry between siblings and extended family members
(4) Blended families
(5) Family loss (e.g., divorce, death, miscarriage)
(6) Financial status
(7) Parental employment status
(8) Life events (moving, shared custody, etc.)

Competency 7.4: Analyze stressors affecting families *(continued)*

Group Learning Activities

c. Read **Coping with Crisis** (p. 642) and **Six Traits of Strong Families** (p. 153). Explain how developing these family traits may help your family deal with the stressors affecting families. In small groups, select one of the family stress situation cards developed in a previous activity and develop a plan to deal with the family stress using the information on the handouts. Share your stress management plan with the class.

Processing Questions

- *Do you agree or disagree with the points made by the author? Why?*
- *Which components are most important? Why?*
- *How do these traits lessen stress among family members?*

Individual Learning Activities

Action Project

c. Working with other family members, identify situations that are causing your family stress. Select one of the stresses you identified and develop a plan of action to reduce stress in your family life. Discuss with family members what action(s) each person can take to manage this stress. Develop a plan based on your discussion. Implement your plan. Keep a journal reflecting on what you've learned and the impact of your actions. Working with your teacher, evaluate the impact of your plan and adjust your stress management strategies as needed. (7.4)

Competency 7.5: Analyze factors related to child abuse and neglect

Learning Activities

Teacher Note: Remember the sensitivity of this issue. Be aware of your personal baggage in this area because it will affect how you teach and work with your students on these issues. Remind your students that you are a mandated reporter of suspected child abuse. Know and contact your community resources that deal with this issue before proceeding.

Group Learning Activities

a. Read the case studies below and determine which of the case studies you would consider to be child abuse. Read **Types of Child Abuse** (pp. 643-644) and justify your responses to each case study. Explain how abuse affects children's opportunities to have their nurturing, protection, and guidance needs met. (7.5.1)

(1) Mindy feeds her three-week-old baby formula from a bottle. The formula is really expensive, so she gives the baby water every other feeding. The baby cries a lot and keeps Mindy awake.

(2) Nora has not bothered to take her infant child to the doctor for immunizations or checkups.

(3) Elaine is frustrated because her two-year-old son will not do as she asks. He will not even sit in a chair for punishment, so every time he disobeys her, she ties him to the chair and makes him stay there for 15 minutes.

(4) Sara's ten-month-old son is crying during the super bowl game on television. Her boyfriend is baby-sitting and has friends over. He becomes frustrated with the child's constant crying and shakes the baby to shut it up. When the child is quiet, he returns the baby to the nursery and shuts the door.

(5) Maria could hear her two-month-old baby crying in the night, but couldn't leave her room to go to the kitchen to get a bottle for the baby. Her uncle was sleeping in the living room and if she awakened him, he would probably insist she have intercourse with him first.

(6) Tressa's mom is watching her 18-month-old baby while Tressa is at work. Her mother puts the baby and her five-year-old niece in the car and goes to a local bar for a drink. She leaves the baby in the car with the 5-year-old child for about an hour.

(7) Juan graduated last year and is working part-time. He has failed to make regular child support payments for his two-year old son, Carlos.

(8) Julie is twelve and cares for her younger brothers and sisters every day after school and in the evening because her mom works second shift. She misses school often because her brothers and sisters are sick and she must care for them because her mom can't miss work.

Processing Questions

- *Do you think that these parents are aware that their behavior is abusive?*
- *How can parents tell when their behavior is abusive or neglectful?*
- *What are the long-term consequences of the above situations?*

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.5.1 Identify types and signs of abuse and neglect
7.5.2 Develop procedures for protecting an abused and/or neglected child
7.5.3 Identify community agencies that provide support and/or treatment for abused or neglected children
7.5.4 Identify strategies for preventing abuse or neglect
7.5.5 Assess the role of drugs, alcohol, or other substance use in child abuse and neglect
7.5.6 Identify community resources available to assist families with child abuse and/or neglect problems

Individual Learning Activities

a. Write or record a story about a child being abused and/or neglected. Read **Types of Child Abuse** (pp. 643-644). Describe the type of child abuse in your story, what the parent could have done instead, and what agencies could have provided help and support. (7.5.1)

Processing Questions

- *How did you decide whether the behavior in your story was abuse?*
- *What are the consequences of the abuse you observed for the child? The parent? The family? The community?*
- *Why is it important for you to know about the different kinds of abuse?*

Teacher Note: Students can order their own packet of information on preventing child abuse from the National Center on Child Abuse and Neglect (NCCAN), U.S. Dept. of Health and Human Services:
National Clearinghouse on Child Abuse and Neglect Information
P.O. Box 1182
Washington, DC 20013-1182
(800) FYI-3366
(701) 385-7565
Fax: (703) 385-3206
e-mail: nccanch@calib.com
Students can also obtain information with an Internet search.

Competency 7.5: Analyze factors related to child abuse and neglect *(continued)*

Group Learning Activities

FHA/HERO

b. Invite a social worker to class to discuss the topics listed below. In listening teams select one of these topics and develop questions to ask the speaker, take notes about your topic during the presentation, and summarize your learnings on a poster or display. (7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6)

(1) Factors contributing to child abuse and neglect
(2) Characteristics of abusive parents
(3) Community resources for prevention
(4) Community resources for abusive parents
(5) Reporting child abuse

Processing Questions
- *What can be done to prevent child abuse?*
- *What can a parent do to keep from being abusive?*
- *What responsibility do other family or community members have?*
- *What is the responsibility of community agencies?*
- *What can a child be taught to do to keep from being abused?*
- *What happens when a parent is unjustly reported for child abuse?*

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c. Read the quote below and explain how children's self-esteem is affected by abuse. Make a list of other consequences of child abuse and compare your list to **Consequences of Child Abuse** (p. 645). (7.5.1)

(1) Children who are constantly made to feel guilty about their misbehavior may develop low self-esteem. They may see themselves as unworthy, disliked, or rejected. They may choose not to do a task or play with others because they fear they will fail or be rebuffed. On the other hand, parents who accept their children and give them love even when they misbehave or fail will strengthen their children's self-esteem.

Source: Verna Hildebrand, *Parenting Rewards and Responsibilities*. Glencoe/ Macmillan/McGraw-Hill: New York: 1994.

Processing Questions
- *What roles does self-esteem play in child abuse/neglect?*
- *Who is affected when the abuse/neglect occurs?*
- *How can child abuse and neglect affect the development of a child's brain?*
- *Which of the consequences of child abuse are most severe?*
- *How does child abuse affect other family members? Society?*

Individual Learning Activities

b. Write or record a story about a child being abused or neglected. Describe what happened, what type of abuse occurred, what the parent could have done instead, and what agencies could have provided help and support. Read each of the following statements and record your reaction to each: strongly agree, agree, neutral, disagree, or strongly disagree. In your written or recorded journal, support or defend your position on each statement. (7.5.1)

(1) Hitting others is an acceptable way to express feelings of anger or stress.
(2) Parents can use power to control children to try to get them to do what they want.
(3) Children need their parents even if they are violent.
(4) Occasional incidents of child abuse are probably not serious and should be disregarded.
(5) A child who is abused by a parent probably deserved it.
(6) Child abuse is mostly a problem in low-income families.

Processing Questions

- *What would happen if these statements represented the beliefs of most families?*
- *What are the consequences of each of these statements?*
- *If family members believe these statements, how would it affect family relationships?*
- *Imagine you are your child. Would you want your parents to believe and take action based on these statements?*

---

c. Read **Characteristics of Abusive/Neglectful Families** (p. 646) and **Profile of Abused or Neglected Children** (p. 647). Revisit your responses to statements made in Activity b and identify how those beliefs may contribute to the problem of child abuse. Determine ways to rewrite those statements to support the elimination of child abuse. (7.5.1, 7.5.5)

> **Teacher Note:** Please reference Unit 5, Competency 5.1, concerning the effect of child abuse and neglect on brain growth and development as you discuss the importance of prevention with students.

Competency 7.5: Analyze factors related to child abuse and neglect *(continued)*

Group Learning Activities

FHA/ HERO

d. Read **Characteristics of Abusive/Neglectful Families** (p. 646) and **Profile of Abused or Neglected Children** (p. 647). List the procedure for reporting child abuse in the community and research what happens when a person is reported for child abuse. Read the situations below and identify the consequences of the situations for parents, children, and the community. (7.5.1, 7.5.2, 7.5.6)

(1) Karen's three-year-old is very active and is constantly getting bumps and bruises. Karen becomes alarmed when a social service worker knocks on her door one afternoon and explains that her child's preschool has reported her for child abuse.

(2) Rae Ann's neighbor is angry about a recent dispute in the apartment building over parking spaces. She decides to get back at Rae Ann by reporting Rae Ann for abusing her infant daughter.

Processing Questions

- *Why is it important to report suspected abuse?*
- *What are the consequences of unreported abuse for children? Parents? Families? Communities?*
- *What are the consequences of reported abuse for children? Parents? Families? Communities?*
- *What's the difference between suspected and confirmed child abuse?*

e. Using what you have learned about child abuse, develop a list of child abuse prevention strategies. Create placemats for local restaurants or posters for local display highlighting these prevention strategies. (7.5.4)

f. Invite or interview a child care provider from a local center to share how they handle suspected abuse and how they inform parents of the reporting process. List ways parents can protect children from abuse by care givers. (7.5.4)

> **Teacher Note:** When you invite child care providers, ask that they emphasize the importance of parents discussing this sensitive subject with their child care providers so there is no question about what would happen if child abuse is suspected. Also, center providers can relate that there are always at least two people present while caring for children. The importance of good communication should be stressed.

Individual Learning Activities

d. Research community agencies that support the prevention and treatment of child abuse and keep a list of them and the services they provide. Place this information in your resource notebook. Using what you know about these agencies, write a plan for responding to an abused/neglected child. Summarize your findings in a poster to display at your school or in your community. (7.5.2, 7.5.3, 7.5.6)

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e. Revisit the story you wrote in Activity a. Rewrite the story describing how the parent can respond to the child in a way that is not abusive or neglectful. Based on what you know about child abuse and prevention, list things you can do to protect your child from abuse or neglect. (7.5.2, 7.5.4)

Processing Questions

- *How did you choose to change the parents' behavior?*
- *What will be the consequences of the new behavior for the child? The parent? The family? The community?*
- *What does a parent need to believe and be able to do in order to behave as you have described?*

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f. **Family Involvement:** Read together **Family Pledge of Nonviolence** (p. 648). Identify ways your family can support a nonviolent home. (7.5.4)

Competency 7.6: Assess dynamics of domestic violence*

Teacher Note: Remember the sensitivity of this issue. Be aware of your personal baggage in this area because it will affect how you teach and work with your students on these issues. Remind your students that you are a mandated reporter of suspected child abuse. Know and contact your community resources that deal with this issue before proceeding.

Group Learning Activities

a. Review **Types of Child Abuse** (pp. 643-644). Read the case studies below and explain how each is an example of some type of abuse. Make a list of the short-term and long-term consequences of domestic violence for adults, children, other family members, and the community. (7.6.1, 7.6.2)

(1) A teen parent lives with her own parents who constantly belittle and put each other down.
(2) A teenager is beaten by her boyfriend for refusing to make him something to eat.
(3) A woman lives with a man who only occasionally hits her, usually after he has been drinking.
(4) An 18-year-old has been married to a 30-year-old man for almost two years. He talks down to her as if he were a parent. She no longer wants to be treated like a child.
(5) A wife throws things at her husband and belittles him.
(6) A boyfriend becomes violent when he uses drugs and pushes his girlfriend around.

b. Using classroom resources, define the terms below. Collect newspaper and magazine articles about domestic violence. In small groups, select one of the articles; identify the type of domestic violence; and identify a safety plan for the victim. Share your plan with the class. (7.6.4)

(1) Domestic violence
(2) Victim
(3) Perpetrator
(4) Safety plan

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.6.1 Identify characteristics of domestic violence and its effects on individuals and the family system*
7.6.2 Identify the victims and perpetrators of domestic violence*
7.6.3 Assess own personal safety*
7.6.4 Develop a plan for personal and family safety*
7.6.5 Identify the legal aspects of disclosure and of reporting incidents of domestic violence*
7.6.6 Identify resources available to victims and perpetrators of domestic violence*

*Expanded Competencies.

Individual Learning Activities

a. Review **Types of Child Abuse** (pp. 643-644) and use classroom resources to define the terms below. Read **Keeping Violence Away** (p. 649). Write or record a journal entry about strategies you are using now in your life to avoid violent relationships. (7.6.1, 7.6.2, 7.6.4)

(1) Domestic violence
(2) Victim
(3) Perpetrator
(4) Safety plan

Processing Questions
- *What learnings can be shared?*
- *What are the implications of these suggestions for building healthy relationships?*
- *What would you do if you were in an abusive relationship?*

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b. Review **Characteristics of Abusive/Neglectful Families** (p. 646). Explain how these characteristics relate to violence between adults as well as violence toward children. (7.6.3, 7.6.4)

Processing Questions
- *Why is it difficult to talk about domestic violence?*
- *What are the consequences of domestic violence for family members? For children? For communities?*
- *How can you develop a plan for your own safety? What are important components of a safety plan?*

Competency 7.6: Assess dynamics of domestic violence* *(continued)*

Group Learning Activities

FHA/ HERO

c. Invite a panel of people representing community resources that deal with domestic violence (for example, a law enforcement officer, a representative from a women's shelter, and a family counselor). In listening teams, develop questions around one of the following topics. After the panel presentation, develop a poster summarizing information about your topic. (7.6.2, 7.6.5, 7.6.6)

(1) Identifying victims and perpetrators of domestic violence
(2) How to report incidents of domestic violence
(3) Resources available to victims of domestic violence

Individual Learning Activities

Action Project

c. Interview a law enforcement officer to determine what the laws are for disclosing and reporting incidents of domestic violence and where victims of domestic violence can go to insure their personal safety. Compile your information into a folder, including the information below. Explain how you can incorporate your learnings into a safety plan to protect yourself and your children from domestic violence. (7.6.5, 7.6.6, 7.6.4)

(1) What is the law in your state and how is it interpreted in your community?
(2) What happens when a report is made?
(3) What about confidentiality?
(4) What resources are available in our community?

Processing Questions

- *Who comes to local shelters?*
- *How does the shelter help?*
- *What happens when charges are filed?*

Competency 7.7: Assess dynamics of sexual abuse*

Learning Activities

Teacher Note: Remember the sensitivity of this issue. Be aware of your personal baggage in this area because it will affect how you teach and work with your students on these issues. Remind your students that you are a mandated reporter of suspected child abuse. Know and contact your community resources that deal with this issue before proceeding.

Group Learning Activities

a. Read **Child Sexual Abuse: Know the Facts** (p. 650). (7.7.1)

Processing Questions

- *Why is it important that we protect our children from child sexual abuse?*
- *Why must you take responsibility for this critical protection issue?*
- *What would happen if people were aware of the realities of child sexual abuse?*
- *Why is it so difficult to talk about child sexual abuse?*

b. Read **Signals! Trust Your Feelings and Do Something** (pp. 651-652). In pairs, make a list of the short-term and long-term consequences of child sexual abuse for children, parents, family members, and the community. Compare your list with the effects listed below. (7.7.2)

(1) Depression and anxiety
(2) Negative sexual self-esteem
(3) Drug addiction
(4) Alcoholism
(5) Repeated victimization
(6) Psychiatric illnesses
(7) Thought about suicide
(8) Sexual maladjustment
(9) Self-destructive behaviors
(10) Academic difficulties
(11) Eating disorders

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.7.1 Define *sexual abuse**
7.7.2 Identify sexual abuse situations and their effects on individuals and the family system*
7.7.3 Develop a plan to protect children from sexual abuse*
7.7.4 Identify the legal aspects of disclosure and of reporting incidents of sexual abuse*
7.7.5 Identify community resources available to sexual abuse victims and perpetrators*

*Expanded Competencies

Individual Learning Activities

a. Read **Child Sexual Abuse: Know the Facts** (p. 650). Find a magazine or newspaper article that reflects an example of child sexual abuse. Write or record a journal entry identifying the consequences of the abuse for the child, the parents, the family, and the community. (7.7.1, 7.7.2)

b. Read **Signals! Trust Your Feelings and Do Something** (pp. 651-652). Talk with your teacher about this information. (7.7.4)

Processing Questions
- *What are the consequences of sexual abuse for the victims? Families? Society?*
- *What would a parent need to believe and do to protect a child from sexual abuse?*
- *Why might some parents fail to see or misinterpret signs of child sexual abuse?*

Teacher Note: The focus of these activities is to help teen parents explore the issues and protect their child from sexual abuse. Help them understand what the symptoms mean and to recognize that they should not jump to conclusions but explore a potential situation carefully.

Competency 7.7: Assess dynamics of sexual abuse* *(continued)*

Group Learning Activities

c. Read the case studies below and discuss whether sexual abuse may be suspected and what action should be taken. (7.7.2)

  (1) While Sandy has been attending school, her two-year old daughter Jamie has been cared for by her boyfriend's family. Until recently, she seemed happy to be left there. In the past month, Jamie cries and clings when Sandy leaves.
  (2) Kim notices blood in her 15-month-old daughter Destiny's diaper. She also notices unusual odor and some bruising on the baby's thighs. Destiny has also been unusually fussy over the last few days.
  (3) After a weekend with mom, two-and-a-half-year-old Cole is vomiting and gagging on food. Dad also notices sores in his mouth and on his lips. Cole is also having trouble sleeping and waking up with bad dreams.
  (4) Returning home from the playground with Grandpa, three-year-old Natasha complains that it hurts to sit down. Her mom notices no bruising on her bottom but does notice scrapes on her knees.
  (5) Brianna's eight-month-old son, Devon, constantly handles his penis when his diaper is changed. He smiles as if he enjoys this activity.

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d. Invite a speaker from a social service agency to discuss the processes for reporting child sexual abuse and the laws governing reporting of child sexual abuse cases. Summarize the presentation by answering the questions below. (7.7.4, 7.7.5)

  (1) What is the law in your state and how is it interpreted in your community?
  (2) Who has to report child sexual abuse?
  (3) How does the process work when a report is made?
  (4) What about confidentiality in the reporting process?
  (5) What resources are available in your community to assist with the prevention and reporting of child sexual abuse?
  (6) What happens to people who sexually abuse children?

Individual Learning Activities

c. Interview a representative from child protective services, to determine what happens to a person who is reported as sexually abusing children. Sample questions are listed below. (7.7.4)

(1) Can a person go to jail for sexually abusing a baby? A young child? A teenager?
(2) How long does a person go to jail for sexually abusing a baby? A young child? A teenager?
(3) Is the law more strict on a family member who abuses a baby? A young child? A teenager?
(4) Do teenagers ever get charged or go to jail because of sexually abusing a baby? A young child? Another teenager?
(5) What can people in the community do to increase the likelihood that justice will be served?

Processing Questions

- *Why is the conviction rate for child sexual abusers so small?*
- *What are the consequences of sexual abuse going unreported?*
- *What can you do to change these trends in your community?*

d. Read **Protecting and Responding to Your Child** (p. 653). Write an action plan to protect your child from sexual abuse. Begin by writing the practical problem "What should I do to protect my child from being sexually abused?" Make a list of strategies you could use to protect your child from sexual abuse, such as those listed below. (7.7.3)

(1) Communicate openly and listen to your child.
(2) Take responsibility for telling your child about sex and sexuality.
(3) Choose child care providers carefully.
(4) Recognize and identify healthy touch with your child.

Competency 7.7: Assess dynamics of sexual abuse* ***(continued)***

Group Learning Activities

FHA/ HERO

e. Invite a child-care center director to discuss what is done to prevent sexual abuse in their centers and in licensed day-care homes. After the presentation, make a list of strategies you can use to prevent child sexual abuse and compare them to **Promises, Promises** (p. 654). Develop a pamphlet or brochure featuring these strategies, duplicate copies, and place them for parents at clinics or social service agencies in your community. (7.7.3)

Individual Learning Activities

e. Interview a counselor or representative of a social service agency to determine steps to take if you suspect a child is being abused. Read **The Disclosure of Child Sexual Abuse** (p. 655). Develop a plan of action to resolve the practical problem "What should I do if I suspect my child is, or has been, sexually abused?" Add it to the action plan you developed in the previous activity. Consider the possible courses of action listed below. Identify community resources for helping families deal with child sexual abuse and include the list with your action plan. Write a journal entry reflecting on your action plan. (7.7.5)

(1) Remove your child from the situation.
(2) Tell a trusted adult who you feel can guide you through the reporting process.
(3) Report suspected abuse to a doctor or children's services representative.

Processing Questions

- *What are the possible consequences of this action plan for your child, for your family, your community?*
- *What would happen if you suspected child sexual abuse but chose to do nothing?*
- *If you were your child, what actions would you want your parent to take?*
- *If you were the child being sexually abused, what would you want your parent to do?*

Learning Activities

Competency 7.8: Manage conflict

Group Learning Activities

a. Use classroom resources to define the word *conflict* (Suggested definition: when one or more people have a disagreement about something: different opinions, feelings, needs or beliefs). Distinguish conflict from violence. Make a list of the emotions you experience when faced with a conflict, such as anger, fear, or sadness. Write the emotions on slips of paper and place them in a container. Individually, draw a feeling from the container and pantomime that feeling for the class without using words or violence. Ask your classmates to guess which feeling you are portraying.

Processing Questions

- *How is each of theses emotions related to conflict?*
- *What nonverbal expressions are associated with each emotion?*
- *How can these emotions lead to a conflict or make it worse?*
- *What does it feel like to be in conflict?*
- *Why is it important to relieve conflict in our lives?*

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.8.1 Identify the need for conflict management
7.8.2 Identify types of conflict
7.8.3 Analyze attitudes toward conflict
7.8.4 Demonstrate nonviolent conflict resolution techniques
7.8.5 Analyze conflict outcomes
7.8.6 Apply problem-solving strategies in negotiating conflict
7.8.7 Set behavior standards to use in identifying when conflict is no longer manageable
7.8.8 Identify community resources available to help when conflict is no longer manageable
7.8.9 Seek outside assistance when conflict is no longer manageable

Individual Learning Activities

a. Use classroom resources to define *conflict* (Suggested definition: when one or more people have a disagreement about something: different opinions, feelings, needs or beliefs). Distinguish conflict from violence. Write or record a journal entry describing situations in which you have dealt with conflict and your feelings of fear, anger, or sadness in relation to that conflict. Respond to the sentences below as you reflect on the emotions you experience when you encounter conflict. Describe what you like best about how you deal with conflict and what you would like to change. (7.8.3)

(1) When I am angry or upset with a family member, I usually . . .
(2) When I am angry or upset with a friend, I usually . . .
(3) When I am angry or upset with my child, I usually . . .
(4) When I am angry or upset with someone at school or work, I usually . . .
(5) I experience fear in a conflict when . . .
(6) I experience sadness in a conflict when . . .
(7) If I feel sad about a conflict, I . . .
(8) When I feel fear in a conflict, I . . .

Teacher Note: As an area of study, teen parents may have a variety of reactions to talking about conflict. They may shut down or become agitated. The focus of this unit is on dealing with current conflict, not past conflict, but be aware that past experiences will affect how students respond to the learning activities. Refer to the front material in this guide to and help students develop self-calming strategies as needed.

Competency 7.8: Manage Conflict *(continued)*

Group Learning Activities

b. Read **Understanding Conflict** (p. 656). Working with a partner, write the case studies below on index cards. Explain how each situation is an example of a conflict and define the specific conflict in each case study. On the back of each index card, describe how you would resolve the conflict. Save the index cards for use in a later learning activity. (7.8.1, 7.8.2, 7.8.3)

(1) Sarah and her mother are arguing about whether she can go out with her friends this weekend. Her mother had promised to baby-sit Sarah's daughter one evening so that she could spend some time with her friends. Now her mother feels that she is too tired and doesn't want to baby-sit.

(2) Ray's boss has asked him to work Friday night, even though he was scheduled not to work. He had already made plans to spend the evening with his son. He was going to spend an evening with his son. His boss insists that he is unable to count on anyone else to close the store for him on Friday night. Ray is worried that he might lose the job, but he hasn't spent time with his son in two weeks.

(3) Teachers are having a difficult time allowing GRADS students with poor attendance to participate on the GRADS field trips and won't sign the permission slip. The GRADS teacher tries to convince these teachers to allow these students to attend.

(4) Two neighboring families have been friends for years. Upon hearing that the daughter next door is pregnant, her parents no longer allow their same aged daughter to maintain the friendship. The parents in the families don't speak or wave anymore.

(5) Jane is hanging out in the street with her baby. She knows the baby's routine and he should be taken home. She wants to be with her friends. She knows it's time for the baby's dinner, bath, etc. Jane's friends do not understand that she has a responsibility to her baby.

(6) Juan has promised his girlfriend that he will take care of their baby while she does the grocery shopping. Just before he is to leave and go to his girlfriend's house, his friends call and want to play basketball. He calls his girlfriend and begs her to shop another time so that he can play basketball.

Processing Questions

- *Can all conflicts be resolved? Should they be resolved if possible?*
- *How can you tell when a conflict has been resolved in a positive way? A negative way?*
- *Can conflict be a positive force in your life? If so, how?*

Individual Learning Activities

b. Complete **Understanding Conflict** (p. 656). (7.8.1, 7.8.2)

Processing Questions
- *Can all conflicts be resolved? Why or why not?*
- *How can you tell when a conflict has been resolved in a positive way? A negative way?*
- *Is it better to resolve conflict in positive or negative ways? Why?*
- *Can conflict be a positive force in your life?*
- *Why should conflict be resolved if possible?*

Competency 7.8: Manage conflict *(continued)*

Group Learning Activities

c. In small groups, choose one of the styles of dealing with conflict listed below and draw a cartoon character or create a scenario representing that style. Share your character or your scenario with the class and discuss the consequences of using that style for self, child, family, and community. (7.8.5, 7.8.4)

(1) The "avoider": Sees conflict as hopeless and useless. Rather than be a part of any conflict, this person withdraws either physically or mentally, denies that a conflict exists, or apologizes, makes excuses, or adapts their behavior to fit another person's in order to avoid the conflict.
(2) The "aggressor:" Seeks to meet goals at all costs without concern for the needs of others. This person sees conflict as having a clear winner and loser, and may resort to name-calling, arguing, threats, or violence.
(3) The "problem solver": Seeks to satisfy each person's goals, uses the decision-making process, and attempts to have each person explain his or her position.

Processing Questions

- *Which of these processes would you use when dealing with conflict in your family? With your child?*
- *Would some of these styles be better in some situations that others? Cite examples.*
- *How is your conflict style different when you are faced with someone more powerful than you? Someone of equal power? Someone with less power?*
- *What skills do you need to resolve conflicts in this way?*
- *What personal, school, and community resources are available to help you learn conflict resolution skills?*

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d. Read **Resolving an Issue** (p. 658). Discuss the advantages and disadvantages of using this process for resolving an issue. Choose a conflict situation on the index cards you developed in Activity a, and resolve the conflict using this process. See if the solution you developed matches or is different from the initial one you wrote on the back of the card. Give reasons for similarities or differences in the solutions. (7.8.4, 7.8.6)

Processing Questions

- *How would this process work in a family setting? A work setting? A community setting?*
- *What skills would you need to use this process?*
- *Why might it be difficult for some people to use this process?*

Individual Learning Activities

c. Read **Conflict Strategies: What Are You Like?** (p. 657) and decide which style best describes how you respond to conflict. Make a chart with columns representing each style of conflict. In each column, list what would happen to you, your child, your family, and your community if you resolved conflicts using that styles. Share your chart with your teacher or another teen parent. Decide which style you would be most likely to use. (7.8.4, 7.8.5)

Processing Questions

- *What are the advantages of using each process when resolving conflict? The disadvantages?*
- *Why is it important to learn how to manage conflict?*
- *What goals do you have for managing conflict in positive ways?*

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d. **Family Involvement:** With your parent, read **Conflict Strategies: What Are You Like?** (p. 657). Ask your parent which strategy best describes his or her conflict style. Discuss whether your strategies are alike or different, and how any differences that exist might explain your family interactions. Write or record a journal entry about your discoveries.

Competency 7.8: Manage conflict *(continued)*

Group Learning Activities

e. Design a "Conflict Box." Write conflict situations (real or imaginary) on index cards and put them in the box. Change the names of the characters in the conflict to keep the situations anonymous. Read **The Conflict Cycle** (p. 659). Throughout your study of conflict resolution, choose a conflict from the box, decide how the conflict cycle might happen in that situation, and answer the following questions about that conflict. (7.8.4, 7.8.6)

(1) What is the conflict in this situation?
(2) What beliefs and attitudes might influence this conflict?
(2) How is this conflict affecting everyone involved? Society?
(3) What factors should be considered before deciding how to deal with this conflict?
(4) What choices are available in this situation? What are the consequences of these choices?
(5) What action should be taken that will result in the most positive consequences for all involved?

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f. Make a list of words that describe feelings you experience during conflict. In pairs, choose one of the feelings on the list and explain how experiencing that feeling might influence how you resolve or deal with the conflict. Share your response with the class and discuss ways to express feelings during conflict. Then create two skits about a conflict situation of your choice: one in which the feeling you have selected is expressed in a positive or constructive way and the second skit in which the feeling is expressed in a negative or destructive way. Perform your skits for the class. (7.8.4)

Processing Questions

- *Which feelings are easiest to express during conflict? Most difficult to express?*
- *Are there feelings which should not be expressed during conflict? Why or why not?*
- *What are the consequences of expressing feelings in constructive ways? Destructive ways?*
- *How do men and women respond to conflict differently? What emotions are commonly felt by men during conflict? Women? Why?*
- *How can feelings escalate conflict?*

Individual Learning Activities

e. Read **Resolving an Issue** (p. 658). Create a story about a teen parent who uses the process described on the handout to resolve a conflict he or she is facing. Describe how each step of the process might be used by the teen parent in the story and explain why he or she is taking the best action possible for self, family, and community. (7.8.6)

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f. Collect newspaper articles about conflicts between individuals and groups. Periodically throughout your study of conflict, choose one of the articles and write an entry in your journal about how you think the people involved in the conflict should resolve it. Use the questions below to guide your reflection about the conflict. (7.8.6)

(1) What is the source of conflict in this article?
(2) How is this conflict affecting everyone involved? How will this conflict affect society?
(3) What factors should be considered before deciding how to deal with this conflict?
(4) What choices are available in this situation? What are the consequences of these choices?
(5) What action should be taken that will result in the most positive consequences for all involved?

Competency 7.8: Manage conflict *(continued)*

Group Learning Activities

g. In pairs, discuss a conflict you experienced recently. One member of the pair should talk while the other person listens. The listener then repeats what is heard and interprets the feelings presented. Continue until the conflict is clearly understood. Summarize the conflict and the feelings presented. Determine whether or not the conflicts described by each of you can be resolved. As a class, discuss the standards for determining when a conflict cannot be resolved. Identify possible courses of action a person can take when a conflict is unresolvable. (7.8.4, 7.8.6)

Processing Questions
- *How did you feel when your partner was listening attentively?*
- *Why is listening important in managing conflict?*
- *What part does listening play in conflict resolution?*

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h. In small groups, choose a conflict situation from the index cards developed in Activity a, and create a skit illustrating how to go about resolving that conflict in a positive way. Use **Sharpen Your Conflict Resolution Skills** (p. 661) to evaluate the skills you used in your skit. (7.8.4, 7.8.6)

Individual Learning Activities

g. Complete **Communication Skills Practice—Verbal** (p. 660). Discuss your feelings about a conflict with your teacher. (7.8.4, 7.8.5, 7.8.6)

Processing Questions
- *Why is it important to be able to state your feelings and ideas in a conflict?*
- *Why is it important to listen to the feelings and needs of others?*
- *What was easiest about this exercise? Most difficult?*

h. Read and complete **Sharpen Your Conflict Resolution Skills** (p. 661). Revisit your original journal entry about a conflict you have dealt with, utilizing what you have learned to change the result for the better. (7.8.4, 7.8.6)

Learning Activities

Competency 7.9: Investigate family legal issues*

Group Learning Activities

FHA/ HERO

a. Invite a local attorney or legal aide representative to discuss legal issues in marriage and parenting, focusing on issues relevant to teens. Before the presentation, generate a list of questions to ask the speaker such as those listed below. (7.9.1, 7.9.2, 7.9.3, 7.9.4)

(1) What is the minimum age for marriage in our state and surrounding states?
(2) What is the legal definition of the terms: divorce, dissolution, annulment, legal separation, alimony, division of property, child custody and support, and mediation.
(3) Is parental and/or counseling required to be married before the age of 18?
(4) How do the legal responsibilities of the father of the baby differ when he is married or not married to the baby's mother?
(5) Why is it critical to have a will and power of attorney?
(6) Where can I go for legal assistance when I have limited income?

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b. In small groups, choose one of the legal issues listed below and gather examples and resources related to that issue, using the computer or library resources. In pairs, take one model will and develop a draft of your own will. Share your examples and discuss the important components of a will. (7.9.1, 7.9.2, 7.9.3, 7.9.4)

(1) Developing wills and getting power of attorney
(2) Reading and understanding a visitation schedule (See **Visitation Schedule** (p. 662).)
(3) Local agencies providing affordable legal services

Processing Questions

- *What effect will this information have on your actions as a teen parent?*
- *What would happen if you did not taken action when faced with legal issues?*
- *What actions will you take on these issues?*

Teacher Note: Visitation Schedule (p. 662) is one example. Similar schedules are established and enforced in other localities. Try to obtain a comparable document for your own county or counties so students can compare, contrast, and better understand this concept.

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.9.1 Analyze the legal aspects of marriage*
7.9.2 Identify the need for a will and power of attorney*
7.9.3 Identify the importance of family services*
7.9.4 Identify resources for seeking affordable legal services*

*Expanded Competencies

Individual Learning Strategies

a. Choose a legal topic from the list below that is related to your concerns and needs as a teen parent. Use available library, technological, classroom, and community resources to research topic. Define appropriate terms and outline related legal processes. Organize the information in a notebook. Share your findings with your teacher or other teen parents. (7.9.1, 7.9.2, 7.9.3, 7.9.4)

(1) State laws regarding marriage
(2) Writing a will
(3) Seeking a power of attorney
(4) Resources for families who need legal help
(5) Affordable legal services in the community

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b. Based on the above information you have researched, develop a plan to resolve a practical legal issue you are presently facing. Decide which action is appropriate and justify your decision. Outline a series of steps to help you take action on that problem. Take those steps and keep a record of your progress in carrying out your plan. (7.9.1, 7.9.2, 7.9.3, 7.9.4)

Processing Questions

- *What are the consequences of your actions for you, your child, your family, the community?*
- *What would happen if you chose to do nothing about this issue?*
- *What sources of information and/or community resources will be most helpful to you as you carry out your decision?*

Competency 7.10: Employ strategies designed to meet the basic needs of a teen-parenting family*

Teacher Note: Please refer to the learning activities in Unit 8: Economic Independence to complement this section.

Group Learning Activities

a. In small groups, list the advantages and disadvantages of intergenerational families. Share your responses with the class. Identify special issues that arise from these living arrangements. (7.10.1)

b. In small groups, make a list of the ways in which your living environment can meet each of the human needs listed below. Share your list with those of other groups. Develop case studies of conflicts that arise when intergenerational families share housing space. Write the case studies on cards. Choose a case study and use the practical problem solving process to decide what you would do to resolve that situation. (7.10.2)

(1) Physical
(2) Security
(3) Social
(4) Emotional
(5) Intellectual

Processing Questions

- *Why is a your living environment important to you? Your child? Your family?*
- *What happens when people do not have housing that meets their needs?*
- *What are the advantages and disadvantages of intergenerational families sharing housing space?*

Unit 7: Relationships and Social Support Systems

Competency Builders:

7.10.1 Enhance three-generational living arrangements*
7.10.2 Identify housing needs and options*
7.10.3 Identify clothing needs and options*
7.10.4 Identify educational needs and options*
7.10.5 Identify financial needs and income options*
7.10.6 Identify informal and formal support systems available to meet needs*

*Expanded Competencies

Individual Learning Activities

a. Working with your teacher, brainstorm and discuss the advantages and disadvantages of three generations (baby, teen parent, and grandparent) living under the same roof. Reflect by writing or recording a journal entry using the questions below. (7.10.1)

(1) What are the needs of intergenerational families?
(2) What conflicts might arise when intergenerational families share living space?
(3) What are the advantages of intergenerational families living together? The disadvantages?

b. Using color markers, pencils, or crayons, make a drawing of your family living space. Identify private areas. Identify who shares each area in the home. Identify the types of activities family members do in each area. Complete **Sharing Space** (p. 663) and develop a list of suggestions for sharing living space, such as those listed below. Write or record a journal entry about the challenges of sharing living space in an intergenerational family. (7.10.2)

(1) Be considerate of others
(2) Be cooperative
(3) Agree on private space and private time for family members
(4) Compromise when necessary
(5) Respect others' privacy

Processing Questions

- *Does your home include private space as well as shared space? Why or why not?*
- *What are the consequences of sharing space with an intergenerational family?*
- *What skills can you develop by sharing living space with your intergenerational family?*

Competency 7.10: Employ strategies designed to meet the basic needs of a teen-parenting family* ***(continued)***

Group Learning Activities

c. In pairs, describe an experience you have had with selecting a clothing item for you and your child. Explain how you made your decision and whether or not it was a good decision for your clothing needs. Make a list of places to obtain clothing for you, your child, and other family members. Identify the advantages and disadvantages of obtaining clothing in each of these ways. (7.10.3)

Processing Questions

- *What factors do you consider when obtaining clothing for you or your child?*
- *What values are reflected in how you obtain clothing for you and your child?*
- *What are the consequences of those values for you? Your child? Your family?*

d. Make a list of all the different types of support available for intergenerational families. Compare your list to **Family Support Systems** (p. 664). Read **Barriers to Seeking and Getting Support** (p. 665) and explain why it is difficult for some families to use the support system available to them.

e. Read the scenarios below and identify where in the community you could go to get help with these situations. Share your ideas with the class and develop a chart that lists the types of needs, the resources available, and contact information for that agency or person. Write these in your Resource Notebook.

(1) Infant child needs immunizations
(2) Family of three does not have a place to live
(3) Family ran out of infant formula for three-month-old baby and has no money or food stamps left for the month
(4) Toddler child does not have winter coat, and the temperature is in the 20s
(5) Newborn baby has a birth defect
(6) Mother going to school needs child care for infant and toddler child
(7) Teen mother would like to go to community college training program but has no money for tuition

f. Review **Telephone Hotlines to Help with Family Crises** (p. 666). Observe class members role-play making telephone calls to one or more of the hotlines with your teacher taking on the role of the agency being called.

Individual Learning Activities

c. Using pictures from clothing advertisements and catalogs, illustrate the clothing needs for you and your child. Consider the types of activities you do and the developmental level of your child as you decide what clothing is needed. Make a list of places to obtain clothing, such as those listed below. Decide which clothing items you have already and which you would like to obtain. Make a plan to obtain the needed clothing. (7.10.3)

(1) Consignment shops for children's clothing
(2) Family members (hand-me-downs)
(3) Clothing from various community service agencies
(4) Retail stores
(5) Catalogs

d. Read **Family Support Systems** (p. 664). Draw a diagram of the support systems you have as an intergenerational family. Identify areas where your support system is strong and areas where you may need additional support.

e. Develop pages for your Resource Notebook with different community resources that you and your family might use. On each page, list the name of the agency or person (such as a doctor, hospital, or social service agency), the services provided, and the address and phone number. Working with your teacher, role-play situations in which you would call a particular agency or person to seek assistance or resources. Add all pages to your Resource Notebook when finished.

f. Post a copy of **Telephone Hotlines to Help with Family Crises** (p. 666) in your home.

Action Projects

1. Choose one or two of the suggestions for keeping friendships strong and develop a written plan of action for maintaining one or more friendships in your support system. Write or tape record your progress in achieving the goals of your plan. Meet with your teacher to assess your progress and adjust your action plan accordingly. (7.1.4)

2. Working with other family members, identify situations that are causing your family stress. Select one of the stresses you identified and develop a plan of action to reduce stress in your family life. Discuss with family members what action(s) each person can take to manage this stress. Develop a plan based on your discussion. Implement your plan. Keep a journal reflecting on what you've learned and the impact of your actions. Working with your teacher, evaluate the impact of your plan and adjust your stress management strategies as needed. (7.4)

3. Research community agencies that support the prevention and treatment of child abuse and keep a list of them and the services they provide. Using what you know about these agencies, write a plan for protecting an abused/neglected child. (7.5.2, 7.5.3, 7.5.6)

4. Design a safety plan to protect yourself and your children from domestic violence. (7.6.5, 7.6.6, 7.6.4)

5. Write an action plan to protect our child from sexual abuse. Begin by writing the practical problem, "What should I do to protect my child from being sexually abused?" Make a list of strategies you could use to protect your child from sexual abuse. (7.7.3)

6. Develop a plan of action to resolve the practical problem, "What should I do if I suspect my child is, or has been, sexually abused?" Identify community resources for helping families deal with child sexual abuse and include the list with your action plan. (7.7.4)

7. Keep a record of conflicts you face and how you deal with each. Make a chart indicating the conflict, the source of the conflict, the way in which you handled the conflict, and the consequences of that action for self, child, family, and society. Write a paragraph summarizing your conflict resolution style and the consequences of that style for you, your child, your family, and your community. (7.8.5, 7.8.6)

8. Develop a plan to resolve a practical legal issue you are presently facing. Decide which action is appropriate and justify your decision. Outline a series of steps to help you take action on that problem. Take those steps and keep a record of your progress in carrying out your plan. (7.9.1, 7.9.2, 7.9.3, 7.9.4)

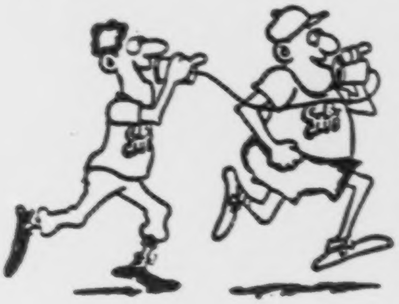
9. Using pictures from clothing advertisements and catalogs, illustrate the clothing needs for you and your child. Make a list of places to obtain clothing. Decide which clothing items you have already and which you would like to obtain. Make a plan to obtain the needed clothing. (7.10.3)

Cartoons About Friendships

Directions: Look at the ten words listed below, all of which relate to friendship. Then read the cartoons about friendship. In the space provided, write in which friendship-related word is best expressed by the cartoon.

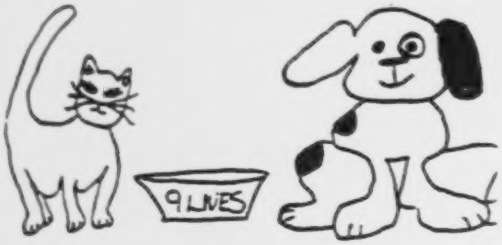
- Loneliness
- Understanding
- Sharing
- Nonjudgment
- Rejection
- Acceptance
- Cooperation
- Compromise
- Compatibility
- Compassion

1. A friend is someone who works with you to get the job done.



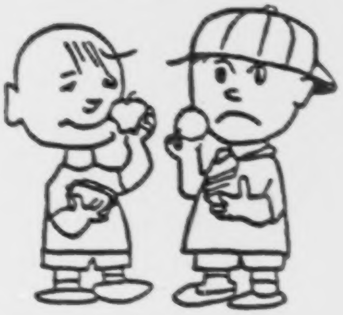
____________________ is best expressed by this cartoon.

2. A friend is someone who will share his meal with you.



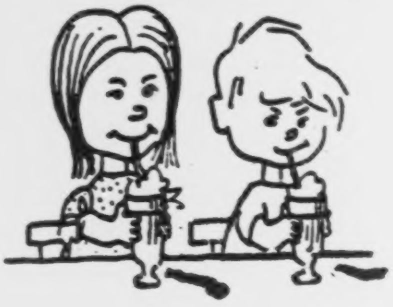
____________________ is best expressed by this cartoon.

3. A friend is someone who will trade you an apple for an orange.



____________________ is best expressed by this cartoon.

4. A friend is someone who understands why you like your strawberry sodas without any strawberries in them.

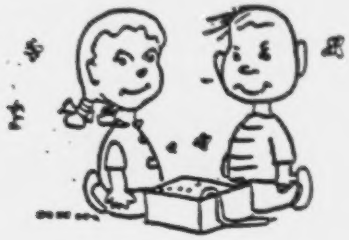


____________________ is best expressed by this cartoon.

Adapted from E. Conway, "The Development and Assessment of a Course on Teaching Reading Skills for Home Economics Preservice Teachers," Doctoral Dissertation, Cornell University, 1979.

Cartoons About Friendships *(continued)*

5. A friend is someone who doesn't think it's crazy to collect insects.



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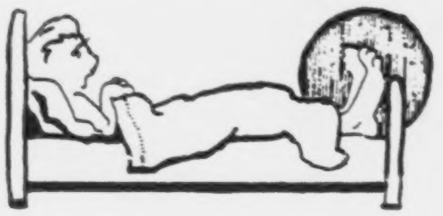
is best expressed by this cartoon.

6. A friend is someone who will help you when you are sick.



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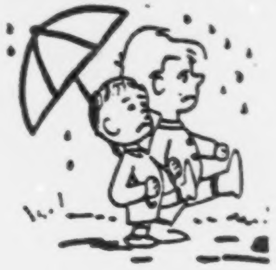
is best expressed by this cartoon.

7. A friend is someone who can't stand the same kind of weather that you can't stand.



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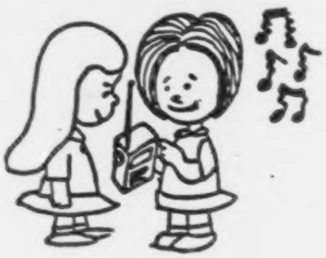
is best expressed by this cartoon.

8. A friend is someone who doesn't criticize the music you listen to.



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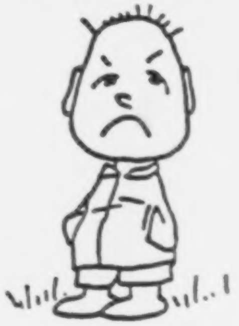
is best expressed by this cartoon.

9. I don't have any friends . . . There isn't one single person I can call a friend.



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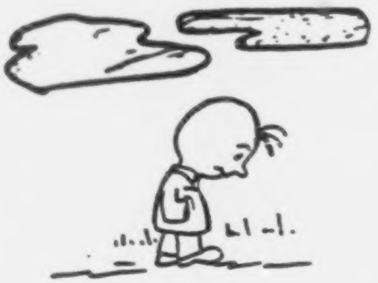
is best expressed by this cartoon.

10. Nobody likes me . . . Nobody cares what I do!



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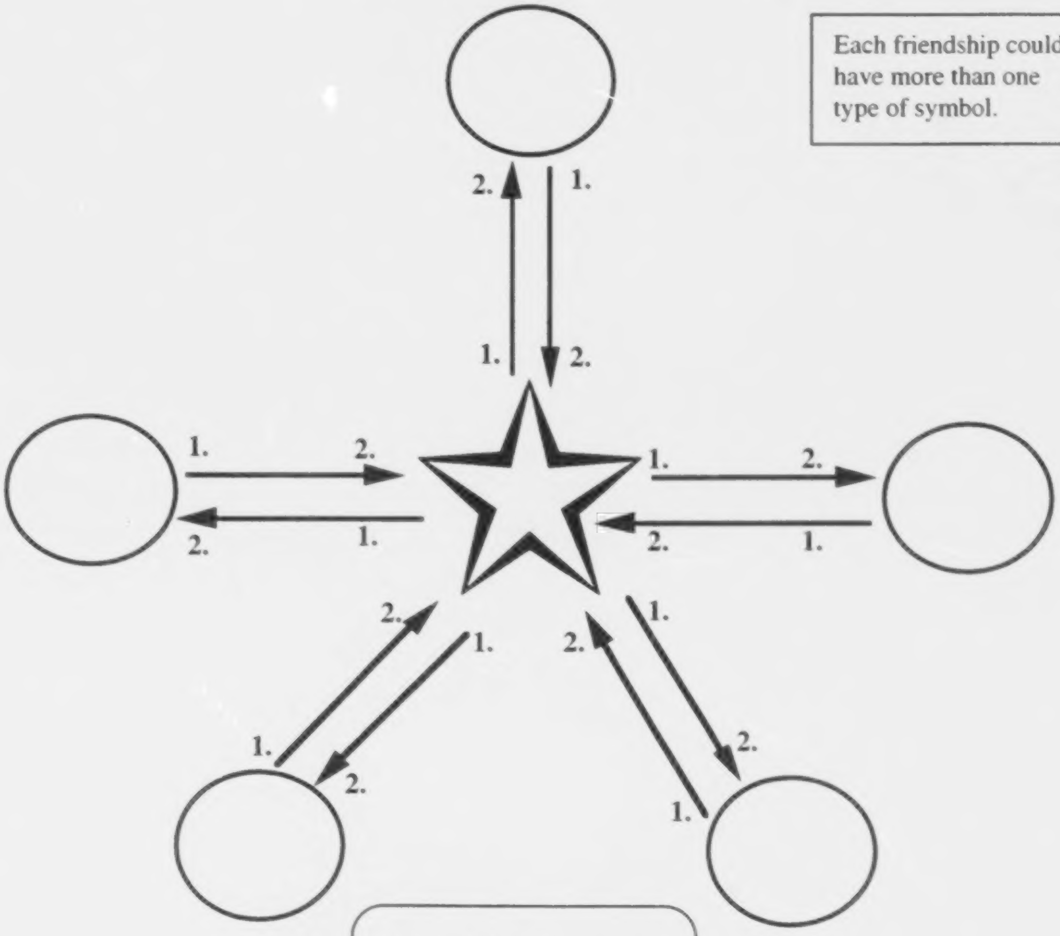
is best expressed by this cartoon.

Your Friendship Support System

Write the names of several of your friends in the outlying circles of the diagram below. Label the connectors with what you give and what you get from each of these friends. Identify different types of friendships as follows:

- Situational — Draw a blue box around the friendships that exist because both of you share a particular situation.
- Short-term — Place a green dot beside those that will last for a shorter time period.
- Long-term — Place a yellow star beside those that will last for a year or more.
- Fragile — Draw a red circle around those that could be easily ended.
- Strong — Draw a purple heart around those that are very strong.



Each friendship could have more than one type of symbol.

Some friends connect only with us. Others are interconnected.

How to Make and Keep a Friendship Strong

When you build friendships with others, it is important to know that there are two kinds of friends—casual friends and close friends. Your casual friends are the people you say hello to in the school hallways, people you work with, or people who are in the same class or on the same sports team with you. They are people you enjoy being with, but they are people you don't know very well. For example, you wouldn't call a casual friend and talk for hours. You wouldn't tell a casual friend your most intimate secrets. And you wouldn't or shouldn't expect a casual friend to show concern if you were home sick for a week. However, you would expect a close friend to call if you were sick, and you'd be hurt if your close friend forgot your birthday.

Knowing which friends are casual and which are close will help you avoid misunderstandings and hurt feelings. You expect a lot more from a close friend, and you have to give a lot more, too. For example, only a really close friend could tell you (in a nice way, of course) that you are gaining weight or that red isn't your best color. Close friends can be—in fact are expected to be—totally honest.

Building a close friendship takes time and special effort on both sides. Here are some things you can do to make and keep a friendship.

- *Spend quality time together.* Going to the movies or a football game with a friend is nice, but close friends usually try to spend quiet and private time together, too. This time is spent just being together to talk and share feelings.

- *Be supportive.* Being willing to listen to your friend's problems is sometimes more important than solving them. Saying "I told you so" or passing judgment on a friend is a sure way to destroy a friendship. When one friend is always telling another what to do or how to act, it makes the friendship unequal. It makes it seem like one friend thinks he or she is better than the other friend. Keep this in mind: Being supportive is more important than being right.

- *Appreciate your friend.* Treat your friend the way you would like to be treated. When friends get really close, they sometimes make the mistake of taking each other for granted. They think, "Oh, she's always there when I need her so I don't have to talk to her every day." Before you know it, you haven't seen that friend in a week! And a lot can happen in a week!

How to Make and Keep a Friendship Strong *(continued)*

- *Don't let other friends or a date get in the way.* You may feel that your close friend will understand if you cancel out on him or her to go on a date or to take advantage of some free concert tickets another friend has. And maybe your friend will understand—once or twice. But it's more likely that friend will be hurt and feel like you are taking your friendship for granted.

- *Taking is as important as giving.* You've probably heard the old saying, to give is better than to receive. Well, that's very true. But in a real friendship, you also have to be able to take, too—you can't always be the one giving. It's unfair to you, and it will make your friend feel like a charity case. For example, if you have a part-time job that gives you more money than your friend, it would be a mistake to always insist on paying for everything you two do together. Even though you only want to be generous, it will eventually become embarrassing to your friend. So, be sensitive. Think of things the two of you can do that are free. And if once in a while your friend wants to pay, even though you know it will be a sacrifice on his part, accept your friend's generosity. It's a way of saying we're friends and we're equal. You need me and I need you, too.

- *Don't smother your friend.* Another common mistake friends make is depending too much on each other. Clinging to your friend, demanding he or she spend all your free time together, getting hurt or jealous if your friend has other friends or interests is a sure way to smother a friendship. Be confident that you and your friend have a good, strong relationship that can stand the test of separation of competition.

- *Know when to let go.* This may be the hardest lesson a person can learn. Sometimes friendships do come to an end. Friends grow apart, develop different interests, or move away. That's a natural development in human relationships. Know when to say good-bye, and don't feel guilty or hostile toward that friend. You'll make other friends soon.

Compatibility Checklist

Read the following statements and check those that apply to your relationship.

______ Do we have similar beliefs and a similar upbringing?

______ Do we share similar interests and hobbies?

______ Do we like the same people?

______ Am I proud of him or her when we are with each other?

______ Can we really be ourselves around each other, or do we put on an act?

______ Can we be open and honest with each other? Do we keep our feelings bottled up inside?

______ Do we quarrel often? Can we put aside anger and express our feelings openly when problems arise?

______ Do we enjoy each other's family? How well are we accepted by them? Do they approve of our relationship?

______ Are our goals for the future compatible?

______ Can I trust him or her? Is he or she often jealous when I talk to someone of the opposite sex?

______ How do we demonstrate our affection? Does he or she have the same or a different preference?

______ Can we freely compliment one another on accomplishments? Do we encourage each other and share the joy of success as well as our failures and shortcomings?

______ Is the relationship really good for each person involved, or is it confining and limiting?

______ Is my partner sensitive to my feelings and individual needs?

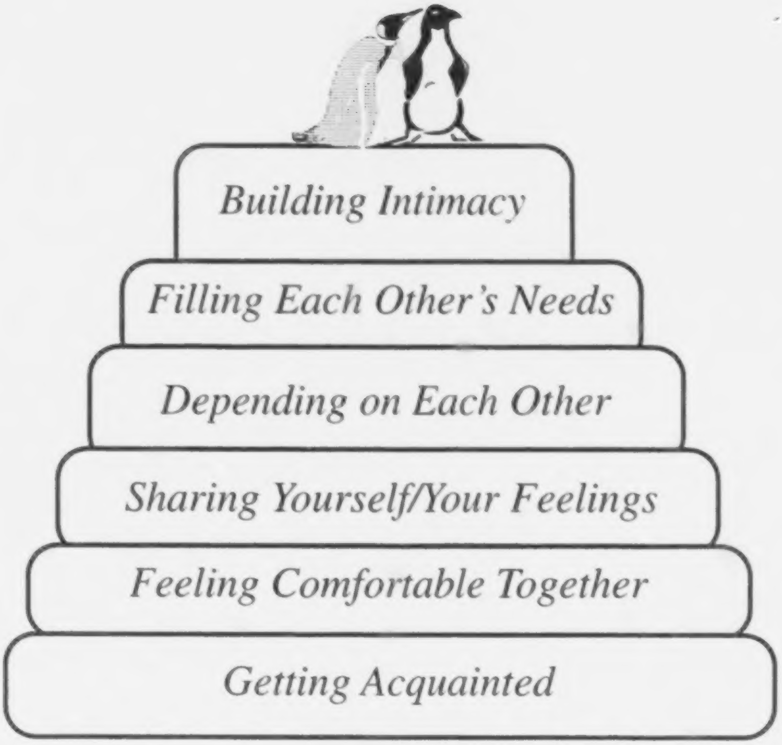
______ Can we keep promises and commitments?

______ Is my partner truthful and sincere?

______ Do we really enjoy the time we spend together as a couple?

______ As a couple, do we believe the strengths of the relationship far outweigh the weaknesses?

Building a Healthy Relationship


Building Intimacy
Filling Each Other's Needs
Depending on Each Other
Sharing Yourself/Your Feelings
Feeling Comfortable Together
Getting Acquainted

Developed by Emily Gibbs, Karen Martin, and Bonnie Rogers, Delaware Joint Vocational School, Delaware, Ohio.

What is a Healthy Relationship?

In a healthy relationship, you and your partner . . .

1. Can talk openly about "everything."
2. Share beliefs about what is important in life.
3. The good things in the relationship outnumber the bad.
4. Enjoy spending time together.
5. Recognize and accept each others' strengths and weaknesses.
6. Accept each other's relationships with friends and family.
7. Both partners bring out the best in each other.

In an unhealthy relationship, your partner . . .

WARNING!
danger
ahead

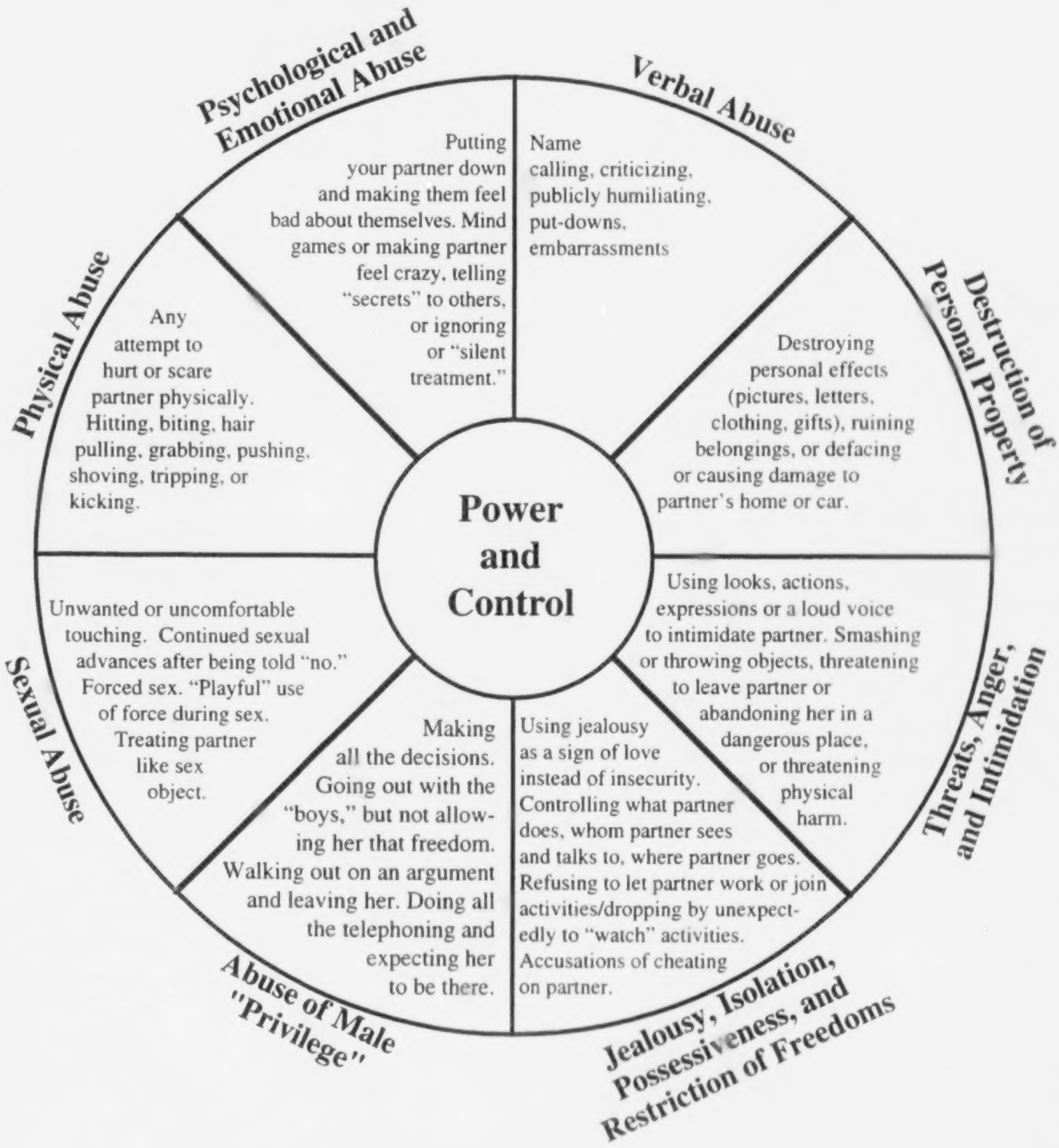
1. Behaves in a jealous or possessive manner.
2. Spends lots of time arguing/fighting with you.
3. Has annoying habits (alcohol and drugs) you think you can change.
4. Is unwilling to talk about what's bothering them.
5. Is constantly putting you down and making you feel bad.
6. Expects you to give up your family and friends for them.
7. Blames problems on you or others.
8. Use "helpless female" and "macho male" stereotypes to manipulate you.
9. Changes the "rules" frequently without your input or knowledge.
10. Threatens you with violence if you would leave.

Developed by Emily Gibbs, Karen Martin, and Bonnie Rogers, Delaware Joint Vocational School, Delaware, Ohio.

Love or Infatuation?

Love . . .	*Infatuation . . .*
Love is friendship that has caught on fire. It takes root and grows one day at a time.	Infatuation is instant desire. It is one set of glands calling to another.
Love is the quiet understanding and mature acceptance of imperfection. It is real. It gives you strength and grows beyond you to bolster your beloved. You are warmed by his or her presence, even when apart. Miles do not separate you. You want him or her near, but near or far, you know he or she is yours and you can wait.	Infatuation is marked by a feeling of insecurity. You are excited and eager, but not genuinely happy. There are nagging doubts, unanswered questions, little bits and pieces about your beloved that you would just as soon not examine too closely. It might spoil the dream.
Love says, "Be patient. Don't panic. He or she is yours. Plan your future with confidence."	Infatuation says, "We must get married right away. I can't risk losing him or her."
Love is the maturation of friendship. You must be friends before you become lovers.	Infatuation has an element of sexual excitement. If you are honest, you will admit it is difficult to be in one another's company unless you are sure it will end in sexual intimacy.
Love means trust. You are calm, secure, unthreatened. He or she feels that trust and it makes him or her even more trustworthy.	Infatuation lacks confidence. When he or she is away, you wonder whether he or she is cheating. Sometimes you even check.
Love is an upper. It makes you look up. It makes you think up. It makes you a better person than you were before.	Infatuation might lead you to do things you'll later regret, but love never will.

Teenage Power and Control in Dating



Power and Control

Psychological and Emotional Abuse

Putting your partner down and making them feel bad about themselves. Mind games or making partner feel crazy, telling "secrets" to others, or ignoring or "silent treatment."

Verbal Abuse

Name calling, criticizing, publicly humiliating, put-downs, embarrassments

Destruction of Personal Property

Destroying personal effects (pictures, letters, clothing, gifts), ruining belongings, or defacing or causing damage to partner's home or car.

Threats, Anger, and Intimidation

Using looks, actions, expressions or a loud voice to intimidate partner. Smashing or throwing objects, threatening to leave partner or abandoning her in a dangerous place, or threatening physical harm.

Jealousy, Isolation, Possessiveness, and Restriction of Freedoms

Using jealousy as a sign of love instead of insecurity. Controlling what partner does, whom partner sees and talks to, where partner goes. Refusing to let partner work or join activities/dropping by unexpectedly to "watch" activities. Accusations of cheating on partner.

Abuse of Male "Privilege"

Making all the decisions. Going out with the "boys," but not allowing her that freedom. Walking out on an argument and leaving her. Doing all the telephoning and expecting her to be there.

Sexual Abuse

Unwanted or uncomfortable touching. Continued sexual advances after being told "no." Forced sex. "Playful" use of force during sex. Treating partner like sex object.

Physical Abuse

Any attempt to hurt or scare partner physically. Hitting, biting, hair pulling, grabbing, pushing, shoving, tripping, or kicking.

Young Adult Partner Abuse

For each scenario below, identify the problem of the victim, motives for remaining in the relationship, and possible misperceptions. Use the practical problem-solving process to decide what you would do if you were the individual in each scenario.

- Betty is wearing sunglasses in class again. Mrs. Wilson realizes that Betty has another black eye. Betty's mom died last year and she is very lonely. Jack, her boyfriend, is abusing her. Betty does not like it, but thinks it is better to have his attention than to be alone while her dad stays late at work each night.

- Mark and Carol have been dating exclusively for over a year. Mark has an explosive personality. He and Carol used to hit each other playfully, but it has progressed to the point where Carol has deep bruises on her arms and shoulders. Her mother is anxious about her safety with Mark. Carol reassures her mother that she will be able to help Mark, but it will take time. He just needs someone to love him and he will become a happier and less violent person.

- Alice gets jealous whenever Bob even speaks to another girl. She explodes and slaps and hits him. Bob has been taught never to retaliate and does not know how to handle the situation. He is desperately in love with Alice. After she calms down, she becomes apologetic and loving. Bob thinks these incidents bring them closer together.

- Diane is wearing a turtleneck sweater to school. It is hiding the red marks on her neck where Tom tried to choke her yesterday. She had been delayed after school by her teacher and was late for her ride home with Tom. Tom is restless and doesn't like having to wait for anyone. Diane believes it was really her fault that Tom reacted the way he did.

- Elaine does not understand her friend Susan's reaction to her swollen arm. Jerry shoves her around, and yesterday she fell against the fender of his car. He yelled at her for being so clumsy. She has tried to tell Susan that this is all perfectly normal. It happens all the time between her mom and dad. Jerry is just treating her the way her dad treats her mom. Isn't it this way in most families?

- Marie left home last year. She is living with her boyfriend. He has a job and she is trying to finish high school. She is dependent on him for any money she needs. Lately, he has started to push her around and says that one of the girls he works with is pretty attractive and that she is interested in him. Marie feels she has no other place to go.

Source: A. Slocum and R. Jones, "The Riddle of Young Adult Partner Abuse," *Illinois Teacher*, (May/June, 1987), pp. 190-191.

Scorecard for Predicting Success of Teenage Marriage

Love, based on trust, respect, and caring, is the most important ingredient of a good marriage, but it is impossible to measure these very special ingredients. Other important factors in developing a lasting marriage can be measured.

The following questions are designed to measure your partner's and your readiness for marriage. Your score can give you a rough estimate of your chances for a successful marriage. Answer the following questions honestly by circling the number (1, 2, 3, 4, or 5) of your answer. If you're 17, for example, you'd score two points for the first question. Then ask your partner to answer the questions. Do your scores match?

---

1. How old are you?
   1—16; 2—17; 3—18; 4—19; 5—20+
2. How old is your partner?
   1—16; 2—17; 3—18; 4—19; 5—20+
3. What is the highest grade in school you have completed?
   1—10; 2—11; 3—12; 4—13; 5-14
4. What is the highest grade in school your partner has completed?
   1—10; 2—11; 3—12; 4—13; 5-14
5. Do you and your partner belong to the same ethnic group?
   3—no; 5—yes
6. Do you and your partner agree on religion?
   1—disagree completely;
   2—disagree somewhat;
   3—it's not important to us;
   4—mostly agree;
   5—agree completely
7. Are your family backgrounds pretty much alike?
   1—not at all; 3—somewhat alike;
   5—very much alike
8. On a scale of 1 to 5, with 5 being very good, how do you feel about yourself?
9. On a scale of 1 to 5, with 5 being very good, how does your partner feel about him/herself?
10. How long have you known each other?
    1—1 to 3 months;
    2—3 to 6 months;
    3—6 to 12 months;
    4—12 to 18 months;
    5—18 or more months
11. Does either or both of you have a good job now?
    1—neither one;
    2—no, but one is in school;
    3—no, but both are in school;
    4—yes, one of us;
    5—yes, both of us
12. Is either of you marrying to escape a bad family situation?
    1—yes; 5—no
13. How much do you and your partner agree?
    1—constantly; 3—never;
    5—occasionally
14. On a scale of 1 to 5, with 5 being wonderful, how does your partner feel about your parents?
15. On a scale of 1 to 5, with 5 being wonderful, how do you feel about your partner's parents?
16. On a scale of 1 to 5, with 5 being very little jealousy, how jealous are you and your partner of each other?
17. On a scale of 1 to 5, with 5 being very well, how well do you and your partner communicate?
18. Are you or your partner pregnant?
    1—yes; 5—no
19. On a scale of 1 to 5, with 5 being agree perfectly, how well do you and your partner agree on how many children you want and when you want them?
20. How many interests/activities do you share with your partner?
    1—one; 2—two;
    3—three; 4—four;
    5—five or more
21. Does either of you think the other one has a drug or alcohol problem?
    1—yes; 5—no
22. On a scale of 1 to 5, with 5 being always agree, how well do you and your partner agree on how you spend your money?
23. How do you and your partner feel about traditional versus equal marriage?
    1—we don't agree;
    3—we both want a traditional marriage;
    5—we both want an equal marriage

Now total your score. If it's between **100 and 115,** you and your partner have a lot going for you. Good luck!

If you score **90-99,** you'll need to work harder at your marriage.

Is your score between **70 and 79**? How about postponing your decision for at least a year?

If you score **below 70**, you two don't appear to have much going for you. Please consider looking for someone else—or at least postponing you decision for a while.

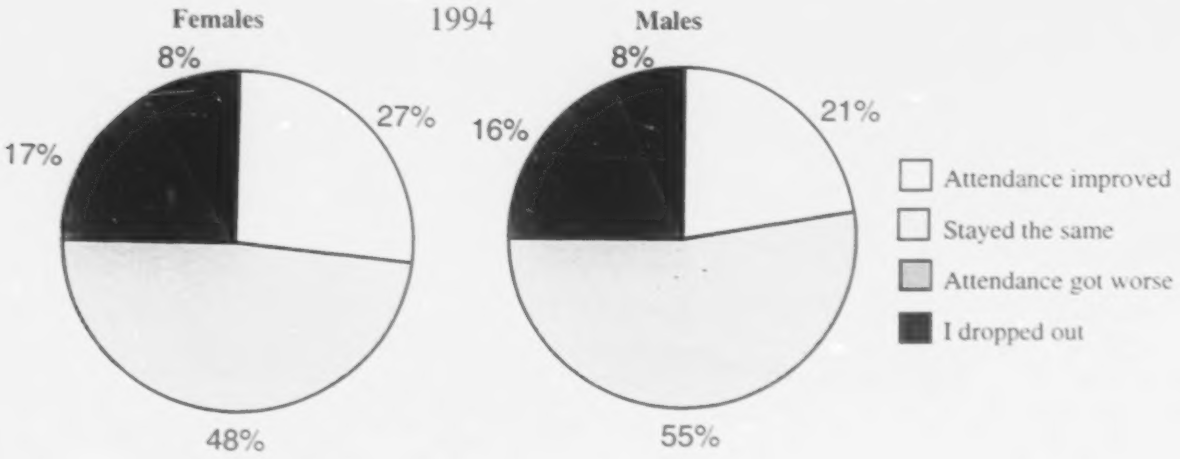
Of course there is no measure that will guarantee either a happy marriage or a bad one. This scorecard is designed simply to help you and your partner consider some crucial factors involved in making perhaps the most important decision of your life.

Please plan carefully!

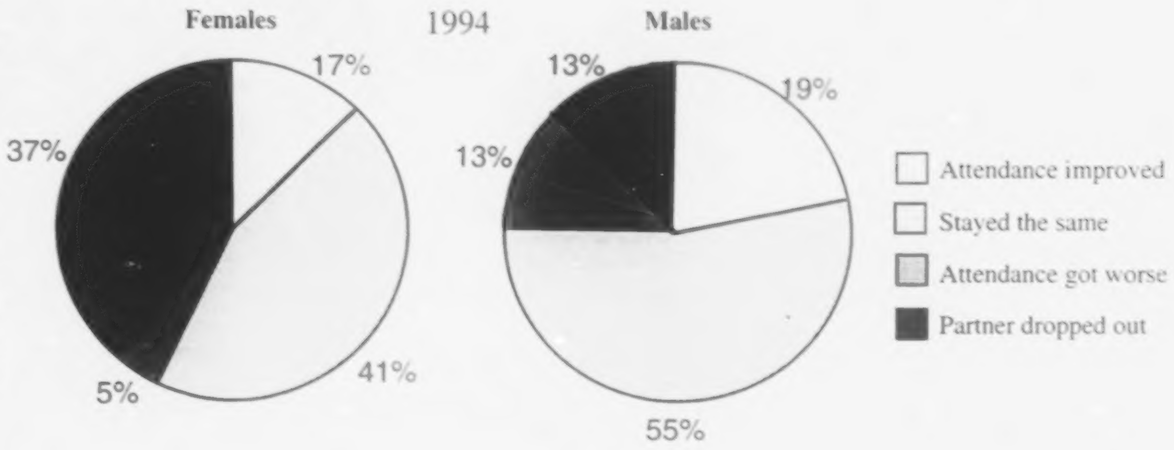
Source: Lindsay, J. W. *Teenage Couples: Curriculum Guide.* Buena Park, CA: Morning Glory Press, 1996, p. 27

Moving In—And Dropping Out

When you moved in with your partner, did your school attendance change?



When you moved in with your partner, did your partner's school attendance change?



Source: Lindsay, J. W. *Teenage Couples: Expectations & Reality*. Buena Park, CA: Morning Glory Press, 1996, p. 112.

Should Partners Be Equal?

How do you feel about control in a partner relationship? Read the following quotes and answer the questions.

> *I want to be in control, but I pay attention to her opinion. We don't need to do everything I say. If she has an opinion and I agree on it, that's fine. It's a different story if I disagree. I want her to enjoy herself, and I care about her opinions.*
>
> *But there are times . . . When I expect something from Angela—like to stay home and she refuses. She makes me talk and explain myself, tell her why I don't want her to go out. Then she still tells me, "no." That really frustrates me. It's like explaining my whole situation for nothing.*
>
> Juan, 18/Angela, 16 (Vaneza, 7 months)

Discussion Questions: (If you're writing the answers, please use separate paper.)

1. When two people live together as partners, who should be in charge?
2. If they marry, does this make a difference in the "Who's in charge?" issue?
3. Does Juan sound more like a partner or a father? Explain your answer.
4. Would "I want to be in control but I pay attention to her opinion" be a good rule for a parent of a preschooler? Why or why not?
5. What changes would Juan and Angela need to take if they want a true partnership?
6. What could Angela do to make change happen?

> *I feel the man has to bring in the money and the woman has to do the housework.*
>
> *My mother was always home. Sometimes Karina tells me, "You think like the old-fashioned people think. We're in the 90s."*
>
> *I say, "I don't care if we're in the 90s, I expect you to iron my clothes, clean our room, fix my meals." It's probably because that's how my mom was.*
>
> *We argue about responsibility that Karina has to take as a wife—things that she has to do and she knows that she has to do, but she doesn't do them. She waits for me to tell her, "You have to do this."*
>
> *Then she says, "I'll do it." But she waits 40 minutes to do it.*
>
> *We don't talk that much, only when we have arguments. I explain myself to her, what it is I don't like.*
>
> *Karina was offered a job and she'll have an interview soon. It's okay with me if she works. I know we'll have a problem with her working and doing all the housework because she'll be out of the house a lot. I might even clean our room, share the housekeeping a little.*
>
> Vincent, 20/Karina, 16 (Saulo, 7 months)

Discussion Questions:

1. How do you feel about Vincent's expectations about a wife's duties?
2. Why do you think he feels this way?
3. Do you think Karina should get a job?
4. Karina already goes to school full-time. Do you think Vincent will change his expectations if she gets a job?
5. What could Karina do if she'd like to change Vincent's attitude toward the roles they have in their relationship?

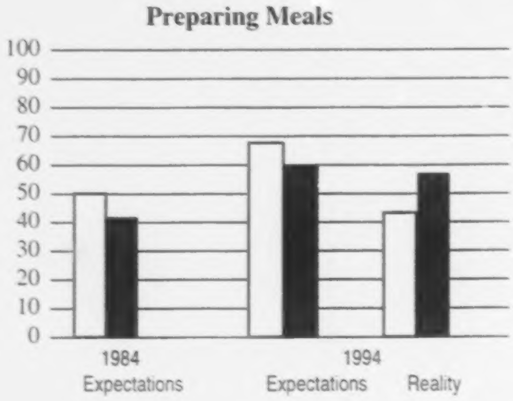
Source: Lindsay, J. W. *Teenage Couples: Curriculum Guide*. Buena Park, CA: Morning Glory Press, 1996, p. 86.

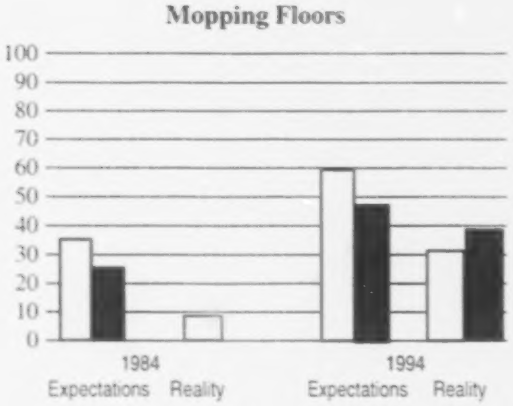
Teenage Couples—Expectations and Reality

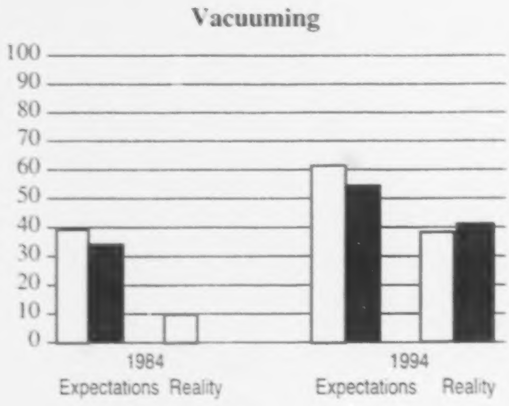
Traditional Roles No Longer the Norm

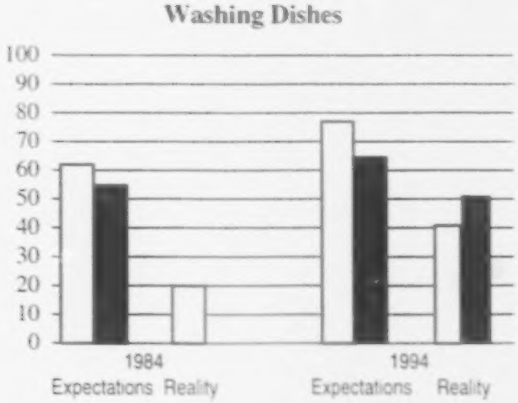
Percentage of single respondents who say both partners should be responsible for the following tasks compared to the reality of living-together respondents:

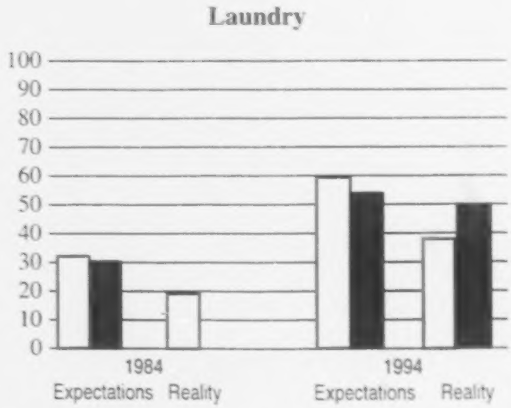
☐ Females
■ Males


Preparing Meals


Mopping Floors


Vacuuming


Washing Dishes


Laundry

Teenage Couples—Expectations and Reality

Source: Lindsay, J. W. *Teenage Couples: Curriculum Guide*. Buena Park, CA: Morning Glory Press, 1996, p. 68.

Sharing the Tasks of Living

You and your partner come from different backgrounds—perhaps from different cultures. You may have different ideas about household chores. Match up the A statements with the appropriate B statements.

Match Up!

A Statements

- A 1 His mom always picked up after him, but...
- A 2 My partner/wife and I both work outside the home. My dad says housework isn't a man's job but...
- A 3 My friends make fun of me when they hear that I change my baby's diapers, but...
- A 4 My girlfriend says she wants me to "take care of her" when we move in together. I'm going to...
- A 5 My partner and I argued over whose turn it was to take care of the baby at night. We talked about it and...
- A 6 My partner/husband needs time to be a father to our baby, so...
- A 7 My boyfriend jokes that I can do the "women's work" when we move in together. I'm going to...

B Statements

- B 1 I learned how to work the lawnmower and wash the car so they can play together on Saturdays.
- B 2 ask him what he means. I want to be a partner, not a slave.
- B 3 we agreed to get up together. I change him and she feeds him. It's better to share the work.
- B 4 I asked him, "Why is it a woman's job?"
- B 5 ask her what she means. I want a partner who'll help me pay the bills.
- B 6 I told him that I'm not his mom. Share my life – share the housework.
- B 7 I'm not committed to them. I'm committed to my partner and baby. We're a team.

Source: Lindsay, J. W. *Teenage Couples: Curriculum Guide.* Buena Park, CA: Morning Glory Press, 1996, p. 87.

Family Roles, Family Work: Contract Issues

Many teenage couples are not ready to make it on their own. They need help from their parents, but they need to take as much responsibility as possible for their lives—and for their child, if they have one.

Working out agreements with each family member as to who does which household tasks would be helpful for most families. In fact, an informal written contract can prevent some of the unpleasantness later.

Negotiating rules concerning use of the car, vacuuming duty, cooking and dishwashing assignments, and other tasks can work toward everyone's advantage. Teenagers who feel they have some control over situations tend to be more cooperative.

When the teenager has a baby, the situation is complicated. There is more work to do. Changes in the family cause added stress for everybody living in the home. While the young mother is expected to care for her child, her physical health may make this difficult during the first week or two after delivery.

Planning ahead is essential for families facing the stress of three-generation living. Working out agreements with each family member as to who does which household tasks would be helpful for most families. In fact, an informal written contract can prevent arguments and conflict.

Who cooks and who washes dishes? Will the young parents be excused from some of their regular duties when their baby is tiny and keeps them up at night? Or will they continue to do their share of non-baby-related household tasks after their baby is born?

Working out a contract covering each family member's rights and responsibilities can prevent some of the problems sure to arise when an adolescent couple, their child, and their parents live together. Hopefully, who picks up the clutter will not become a major problem for the family.

Contract Issues for Teen Couples and Their Parents:

- **Housecleaning.** Care of living area, bathroom(s), and individuals' rooms. If there's a baby, plan for handling baby clutter.
- **Meal Preparation and Cleanup:** Who plans meals? Shops? Cooks? Washes dishes?
- **Laundry:** Specify who does it, when, and how.
- **Child Care:** Who takes care of the baby?
- **Discipline:** Who's in charge? Handling disagreements.
- **Education:** Child care and transportation. Help to be provided by grandparents and/or other family members.
- **Medical Coverage:** Health insurance or other arrangement for paying medical bills.
- **Financial:** Work plan for young couple. Responsibility for baby's expenses. Extent of assistance to be provided by grandparents.
- **Teen Couple's Social Activities:** Curfew. Rules on going out.
- **Car:** Extent of use by teen couple. Define who pays for gas, insurance, and repairs.
- **Telephone:** Limits to use. Who pays?
- **Music/Television:** Define limits (if any) on volume, type of music/program, and timing.
- **Rights of Individuals:** Include grandparents, teen couple, other members of household.
- **Changing the Contract:** How to change it.
- **Signature:** All household members.

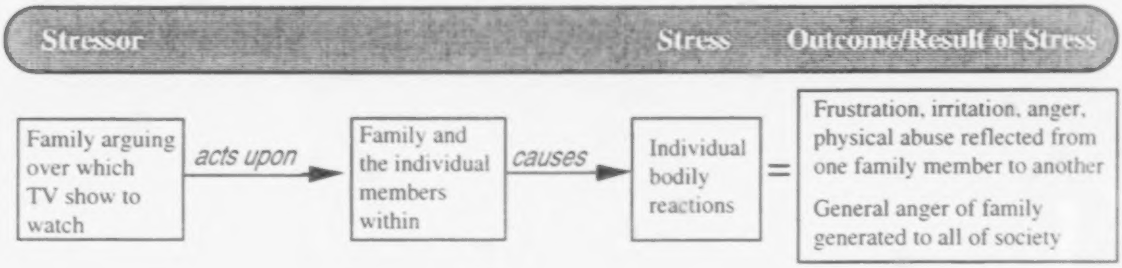
Source: Lindsay, J. W. *Teenage Couples: Curriculum Guide*. Buena Park, CA: Morning Glory Press, 1996, p. 85.

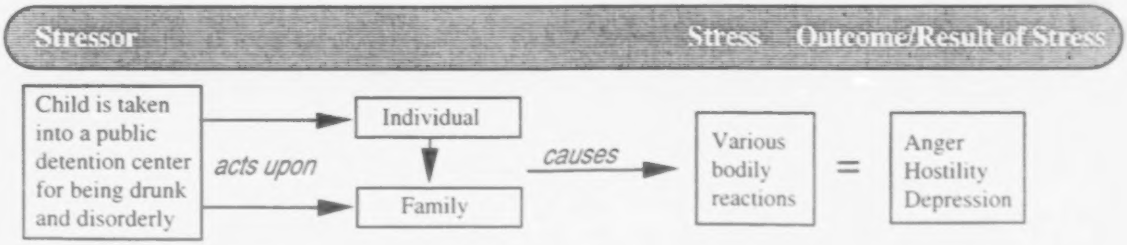
Stress and the Family

The close, personal relationships among family members and the close proximity in which members exist cause stress to spread from one member to the family as a whole. In general, if one member is affected by stress, other members are also affected. Managing stress, then, becomes a major task in preventing family problems.

Families are involved in the process of stress in several ways. Family action may be a stressor. That is, the behaviors and actions of the family as a whole cause stress. The stress may be in individual members or in the family as a whole. The resultant behavior (s) may also be reflected from one member to another or from the family to society and the world as a whole.

Families also function as recipients to stress from outside the family. The outside stressor acts on the family as a whole or on individual family members who then act on the family. Either way, stress within the family occurs and results in particular behavior.


Stressor
Stress
Outcome/Result of Stress
Family arguing over which TV show to watch
acts upon
Family and the individual members within
causes
Individual bodily reactions
=
Frustration, irritation, anger, physical abuse reflected from one family member to another
General anger of family generated to all of society


Stressor
Stress
Outcome/Result of Stress
Child is taken into a public detention center for being drunk and disorderly
acts upon
Individual
Family
causes
Various bodily reactions
=
Anger
Hostility
Depression

Family Reactions to Stress and Stressors
Families differ in their reactions to stress. Some families are challenged by stress. Other families live in fear of their own stress reactions. The differences in behavior from family to family are based on perception, tolerance, and skill.

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Stress and the Family *(continued)*

Perception. How events or stressors are interpreted will affect resultant stress. If stress is to occur, the family members must perceive the situation as stressful in the first place. For example, one family may consider unemployment or unpaid bills a cause of stress. Other families may consider these situations typical and not stress-producing.

A family's feelings about a particular stressor depend on its belief system. If family members consider family life unrewarding and dull, each new stressor will be viewed in that context. Each new occurrence will be seen as adding new stress to an already troubled situation. Yet, if family life is seen as challenging, meaningful, and rewarding, stressors will be viewed less severely.

Tolerance. Stress tolerance is the capacity to withstand the stressor. It is also the amount of stress the family can withstand before their abilities are seriously impaired. Some families can withstand multiple stressors and not show much stress. Another family becomes extremely stressful over one seemingly minor stressor. One family may become overwrought and hyperactive to the point of severe physical illness with only minor stress. Tolerance levels for stress in another family may be high with large amounts of stress operating without serious problems.

Skills. Some families have many skills and resources to overcome the stress process, while other families have few skills, resources, and assistance. The ways in which a family views its own skills are also important. If a family feels confident and expects to solve its problems, the stress will be less severe than if they feel defeated and at the mercy of the stressor.

Family Stress Factors

There are several factors or principles that relate to stress and/or stressors:

- The more important the event (stressor), the greater the stress that is felt (for example, death, severe crippling, or a major illness).
- Events that occur suddenly or unexpectedly cause a greater feeling of stress (for example, a cyclone or unexpected death).
- The longer an event takes place, the greater will be the stress (for example, unemployment or alcoholism).
- The more simultaneous the stressful events, the greater will be the stress (for example, a house fire, a car accident, and the death of a relative occurring at the same time.)
- The likelihood of stress is greater during a period of change (for example, relocating, new job, or new school).

Coping with Crisis

1. Analyze the situation.

☐ Ask what changes have taken place.
☐ Describe how the crisis affects your family.
☐ Seek professionals who can help.
☐ Use good communication skills.

2. Create solutions to the problem.

☐ Look for solutions that benefit all family members.
☐ Be tolerant.
☐ Don't blame others for the problem.
☐ Avoid the use of drugs and alcohol as coping behavior.
☐ Be open and flexible.
☐ Identify available resources in the family and in the community.

3. Strengthen the family unit.

☐ Set aside time for your family to talk.
☐ Share thoughts and feelings openly.
☐ Accept each other's thoughts and feelings.
☐ Encourage each other.
☐ Take time for your family to enjoy leisure activities.

4. Encourage and support growth for each family member.

☐ Set goals for the future.
☐ Make plans to reach personal and family goals.
☐ Stay involved with friends and community.

Types of Child Abuse

Child abuse and neglect involves injury, sexual abuse, or negligent treatment or maltreatment of a child that results in harm to the child's health, welfare, and safety. The National Center on Child Abuse and Neglect (NCCAN) classifies child abuse into four major types identified below. Abuse and neglect are defined in different ways by different resources.

Physical Abuse

Refers to nonaccidental temporary or permanent physical injury through physical contact, such as hitting, kicking, throwing, slapping, choking a child, or shaking an infant. Injuries may include: bruises, bites, dental damage, burns, internal injuries, vision damage, fractures, auditory damage, and brain damage.

Sexual Abuse

Is defined as intrusion, molestation with genital contact, or "other" sexual abuse. Intrusion includes oral, anal, or genital penile, digital, or other penetration. In many states these acts are defined as rape of a child or statutory rape. Molestation with genital contact involves genital contact without intrusion (penetration or rape). The "other" category refers to noncontact forms of child sexual abuse such as exposing a child to pornography through literature, film, language, objects, making a child engage in sexual activity with others; or inappropriate supervision of a child's voluntary sexual activities.

These activities are considered sexual abuse when an adult or someone significantly older threatens, forces or manipulates a child into sexual activity. Often force is not necessary with children because offenders are able to take advantage of their position of trust and authority with the child. Child sexual abuse is also referred to as "incest" when it occurs within a family context and the individuals are related by blood, marriage, family relationship or familiarity. Girls are more likely to be abused within the family, while boys are more often sexually abused by a stranger or acquaintance.

Types of Child Abuse *(continued)*

Emotional Abuse

Includes three forms of maltreatment:

- Close confinement or tortuous restriction of movement by tying or binding a child as a form of punishment.
- Verbal or emotional assault that is belittling, denigrating, scapegoating, or other nonphysical but hostile and rejecting treatment or threats.
- Overtly punitive, exploitative, or abusive treatment not defined in the other categories, such as withholding food or sleep as a form of punishment, or economic exploitation. This category is often referred to as mental injury that is nonaccidental and includes omissions of care resulting in damage of intellectual, psychological and emotional function. These may include rejecting, corrupting, isolating, terrorizing, or ignoring.

Child Neglect:

- **Physical neglect.** Refers to behavior that presents a clear and present danger to the child's health, welfare, and safety. NCCAN includes seven categories of physical neglect in their definition: 1) failure to provide or allow recommended health care; 2) failure to seek timely and appropriate medical care; 3) abandonment, which is defined as desertion without arranging for reasonable care and supervision; 4) expulsion; 5) refusal of custody without adequate arrangement for care or refusal to accept custody of a returned runaway; 6) inadequate supervision; and 7) other physical neglect. The final category includes inadequate supervision or inattention to hygiene, nutrition, clothing, hazards in the home, and general disregard of the child's safety.
- **Emotional neglect**. Also includes seven categories of maltreatment: 1) inadequate nurturance and affection, 2) chronic/extreme spouse abuse (domestic violence), 3) permitting of drug or alcohol use by the child, 4) allowing other maladaptive behavior such as assaultiveness or chronic delinquency, 5) refusal of psychological care for emotional or behavioral impairment if recommended, 6) delay in psychological care, and 7) other emotional neglect of the child's developmental needs.
- **Educational neglect**. Refers to permitting truancy, failure to enroll, or inattention to special education needs.

Consequences of Child Abuse

Abused children may suffer from the following:

- Permanent physical damage
- Mental retardation
- Inability to trust, love others
- Lack of self-esteem
- Antisocial behavior
- Cycle of abusive behavior
- Violent behavior
- Death
- Unhealthy brain development

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Characteristics of Abusive/Neglectful Families

1. **Strong Belief in Physical Punishment**
    - Use it as a way to correct misconduct or inadequacies in the child. (Frequently punishing/criticizing the things for which he/she was criticized as a child.)

2. **Lack of Empathetic Awareness of Child's Needs and Ability to Respond Appropriately. Correlates to own unmet needs**
    - Lack of empathy and appropriate response seriously damages child's ability to trust self and others
    - Child expected to "act his age," make no demands on parents, be compliant and not to "test" parents.

3. **Inappropriate Parental Expectations**
    - Tend to treat children like adults
    - Expectations exceed child's developmental capabilities
    - Repeated unrealistic demands seriously damage child's self-concept, sense of worth; he/she feels worthless and like a failure.

4. **Role-reversal**
    - Child responsible for parents' happiness and comfort
    - Parent acts like helpless, needy child
    - Parent unable to give to child because of own unmet needs and expectations
    - Expects child to assume adult role; i.e., care for younger siblings, be responsible for household tasks and sometimes fulfill intimate adult role (potential sexual abuse/incest).

5. **Impulse Control Difficulties**
    - Low threshold of tolerance for behaviors that interrupt or interfere with parents' meeting his own needs
    - *Reactive:* perceives many developmentally appropriate behaviors as deliberate or willful; *impulsive response* (frequently physical) used to control the "misbehavior"
    - Damaged ability to think before responding
    - Sometimes complete inability to control impulses

Source: Bavolek & Comstock. *The Nurturing Program.* Family Development Resources, Inc., 3160 Pinebrook Road, Park City, Utah 84098.

Profile of Abused or Neglected Children

Abused or neglected children are likely to share several of the following characteristics:

- They appear to be different from other children in physical and emotional makeup or their parents describe them as being different or bad.
- They seem afraid of their parents.
- They may bear bruises, welts, sores, or other skin injuries, which seem to be untreated.
- They are given inappropriate food, drink, or medication.
- They are left alone or with inadequate supervision.
- They are chronically unclean.
- They exhibit extremes in behavior: cry often or cry very little and show no real expectation of being comforted; they are excessively fearful or seem fearless of adult authority; they are unusually aggressive or extremely passive or withdrawn.
- They are wary of physical contact, especially with an adult. They may be hungry for affection yet have difficulty relating to children and adults. Based on their experiences, they feel they cannot risk getting close to others.
- They exhibit a sudden change in behavior, exhibit regressive behavior, such as wetting their pants or bed, thumb-sucking, whining, or becoming uncommonly shy or passive.
- They have learning problems that cannot be diagnosed. Their attention wanders and they easily become self-absorbed.
- They are habitually truant or late to school. Frequent or prolonged absences from school may result from the parent's keeping an injured child at home until the evidence of abuse disappears. Or they may arrive at school early and remain after classes instead of going home.
- They are tired and often sleep in class.
- They are not dressed appropriately for the weather. Children who wear long sleeves on hot days may be dressed to hide bruises or burns or other marks of abuse or they may be dressed inadequately and suffer frostbite or illness from exposure to the weather.

Source: Unknown.

Family Pledge of Nonviolence

Making peace must start with ourselves and in our family.
Each of us, members of the ________________________________ family, commit ourselves as best we can to become nonviolent and peaceable people:

✔ ***To Respect Self and Others***

To respect myself, to affirm others, and to avoid uncaring criticism, hateful words, physical attacks, and self-destructive behavior.

✔ ***To Communicate Better***

To share my feelings honestly, to look for safe ways to express my anger, and to work at solving problems peacefully.

✔ ***To Listen***

To listen carefully to one another, especially those who disagree with me, and to consider others' feelings and needs rather than insist on having my own way.

✔ ***To Forgive***

To apologize and make amends when I have hurt another, to forgive others, and to keep from holding grudges.

✔ ***To Respect Nature***

To treat the environment and all living things, including our pets, with respect and care.

✔ ***To Play Creatively***

To select entertainment and toys that support our family's values and to avoid entertainment that makes violence look exciting, funny, or acceptable.

✔ ***To Be Courageous***

To challenge violence in all its forms whenever I encounter it, whether at home, at school, at work , or in the community, and to stand with others who are treated unfairly.

This is our pledge. These are our goals.
We will check ourselves on what we have pledged once a month on ____________________ for the next twelve months so that we can help each other become more peaceable people.

Source: Unknown.

Keeping Violence Away

It's important that you lay the groundwork to be sure you will never experience violence. Keep two principles in mind. The first is **firmness on the subject of violence**. The second is **maintaining personal independence.**

Firmness in rejecting violence should be communicated to your partner early in your relationship. You must let him or her know clearly that if you are hit even once, your relationship is over.

- Violence should be explained to include forced sex as well as hitting, and child abuse as well as domestic violence. Your partner must believe you are serious and will break off the relationship if he or she is violent.
- Should violence occur, you have to decide whether to end the relationship immediately, or just to make a great impression on the batterer (for example, by a temporary separation or demanding that he or she see a counselor) and then give him or her a second chance.
- Any weaker reaction will undermine everything you said before and let your partner know that he can assault you. If you give your partner more than a second chance, he or she will draw the same conclusion.

Independence is an essential element in making sure that you will never be beaten. Financial and social independence go hand in hand. Social independence means keeping your own friends and activities to complement the friends and activities you and your partner share. This will give you people you can turn to for help if you need it.

- Financial independence can be achieved by keeping all property, including house and cars, in both names rather than in your partner's name alone and by keeping a savings account in your own name.
- Working outside the home will make it easier for you to control some of the family income, and also give you experience should you ever have to support yourself (and possibly your children).
- Social and financial independence will help you if your partner becomes violent. At the same time, make clear to your partner that he or she does not and cannot control your life. This is a powerful deterrent against being abused, because your partner knows that you have the resources to leave the relationship if the behavior becomes unacceptable to you.

Child Sexual Abuse: Know the Facts

Child sexual abuse is the exploitation or coercion of a child by an older person (adult or adolescent) for the sexual gratification of the older person. Child sexual abuse includes a range of behaviors from verbal, nonphysical abuse to forced touching.

General statistics of child sexual abuse:

- One in four girls will be sexually abused before the age of 18.
- One in five boys will be sexually abused before the age of 18.
- Eighty percent (80%) of the victims will be sexually abused by someone they know.
- One-third to two-thirds of child sexual abuse cases are never reported.
- Sixty percent (60%) of the victims will be sexually abused in their own homes.
- Sibling sexual abuse (incest) is more prevalent than father/daughter incest.
- Although the numbers of women sex offenders is far higher than we supposed ten years ago, most sex offenders are male.
- the number of sexual abuse reports for children under the age of two is increasing faster than for any other age category. In 1991 those reports were up 300% from the previous year;

Child sexual abuse is . . .

the exploitation or coercion of a child by an older person (adult or adolescent) for the sexual gratification of the older person. Child sexual abuse includes a range of behaviors from verbal, non-physical abuse to forced touching.

What Experts Say About Child Sexual Abuse . . .

- Most children are abused by family members or people they know; and they can be as dangerous and as violent as strangers when they sexually abuse children.
- Both boys and girls are sexually abused.
- Children rarely lie about being sexually abused.
- While some children are severely traumatized immediately after the abuse, many do not seem harmed until later.
- Sexually abused children are often fearful and unable to trust.
- Adults who were sexually abused as children are at risk for developing serious psychological problems and becoming abusers themselves.
- Children are often gradually and progressively groomed to be victims of sexual abuse.
- Stepchildren are at high risk for being sexually abused.
- Some victims of sexual abuse may have found the experience pleasurable, so may not realize the experience was abusive.
- Some sexually abused children do not tell anyone about the abuse, and many are not believed when they do tell.

Source: *Heart to Heart Trainer's Guide*. The Ounce of Prevention Fund. Chicago, Illinois.

Signals! Trust Your Feelings and Do Something . . .

Remember, there is no formula that will tell you for sure if your child is in danger or has been sexually abused. Signals in children can be physical; but danger signs/signals are usually revealed through a child's behavior. Even when children are not being abused themselves, these clues may appear in a child when his or her brother or sister is being abused.

The signals we list here are meant to give you an idea of what to look for. You should consider these signals in **combination** with everything else that is going on regarding your child. The signals listed below could be clues to lots of different things. They may occur when a child has a life change or when the child is ill. They may also occur when the child is being mistreated emotionally or physically.*

Physical Signs in Young Children

1. Torn, stained, or bloody underclothing
2. Bruises or bleeding in the genital area; bruises on the body
3. Difficulty walking or sitting; limping
4. Unusual vaginal discharge
5. Injury to the genital area, thighs, anus, mouth, chest
6. Recurrent urinary tract infections
7. Obvious change in appearance of the anus
8. Sexually transmitted disease, detected through a blood test by a doctor
9. Pain in the genital area or lower stomach
10. Complaints of stomach ache
11. Itching of genitals or anus; unusual or offensive odors
12. Rashes
13. Headache
14. Vomiting
15. Allergies
16. Overeating

*ANY of these symptoms should be checked by a pediatrician. They could be symptoms of some physical problem unrelated to sexual abuse.

Source: *Heart to Heart Trainer's Guide*. The Ounce of Prevention Fund. Chicago, Illinois.

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Signals! Trust Your Feelings and Do Something . . . *(continued)*

Behavioral Signs in Young Children

1. Extreme irritability for no reason; difficult to comfort the baby or child
2. Change in eating habits
3. Change in sleeping habits; fear of sleeping; unusual fear of beds
4. Gagging on food
5. Self-destructive behavior; self-mutilation (hurts himself/herself)
6. Compulsive masturbation
7. Change in level of activity (more or less)
8. Reluctance to go to certain place or be with a certain person
9. Not wanting to be left alone
10. Too eager to please; change in behavior
11. Sexual knowledge or talk about sex that seems beyond their age
12. Sexual play with peers, toys, or themselves that exceeds the level of information you think is appropriate for the child's age and development
13. Regression such as thumbsucking, bedwetting, acting like a small infant
14. Fear
15. Develops new fears
16. Inability to be touched
17. Wearing too many clothes
18. Bad dreams nightmares
19. Appears extremely negative
20. Seems to be very sad, angry, unhappy, all alone, or destructive
21. Suddenly child may display abusive behavior towards others
22. May not be able to get along with others, including parents
23. May really be scared to have parent or parents leave or may be indifferent to parents or parents leaving
24. Fears of showers, washrooms
25. Sudden self-consciousness about genitals
26. Fearful behavior toward examination of the mouth
27. Sudden interest in genitals of others, sexual acts, sexual terms
28. A child's strong overreaction or denial when questioned about whether he or she was touched.

Protecting and Responding to Your Child

Trying to know everything about how to protect your child from mistreatment or sexual abuse is not easy. Here are some final thoughts for you to remember.

1. Your child needs to be touched. Touch is one way of communicating your love. As a parent, you need to notice your child's body on a regular basis, so you will notice if anything is wrong. But don't recheck too much or overexamine your child. This, too, can be harmful.

2. Your child's behavior is not going to be perfect, and you are not going to understand everything he or she does. If you think something is wrong, do something to identify the problem and then correct it or get help to correct it.

3. Boys and girls grow up curious about their bodies and the bodies of others. They are likely to touch themselves (masturbate) and they may even want to play house with their friends and imitate sex. All of this is considered normal and important to the discovery of their sexuality. **Be careful not to misinterpret normal sexual development for clues of sexual abuse.**

4. Teach your child the correct words for all body parts. This will help you and your child to communicate better with each other, and also with other people. Using the correct words for body parts is also the first step to becoming your child's most important sex educator.

5. If you suspect or know your child is being sexually abused, don't panic. It is tragic for a child to be sexually abused. Children who have been sexually abused need their parents to believe them, to stop the abuser from hurting them and others, and to get the support services from doctors and others who are helpers. Children need parents who know the signals of sexual abuse, what the law is, and what kind of help to get for them when abuse occurs.

6. Sometimes there are no clues to child sexual abuse. You may not see any strange qualities in your family, friends, the people you date, or those who care for your child. You can make all of the right decisions and your child can still get harmed. It is important for you to know that you did all you could do. Make sure that you have friends and strong family ties or support systems, like your classmates and your teacher, to be there if anything goes wrong.

7. Clues in older children or teens (ages 5 to 18) will differ somewhat from the kinds of clues we have mentioned in this section regarding younger children. There are a lot of books that can tell what to look for in older children. Many of the same signals apply to older children. You need to watch them, you need to believe them, you need to care about them, and you need to act in ways that protect them.

Teach your child the correct words for **all** body parts. This will help you and your child communicate better with each other, and also with other people. Using the correct words for body parts is also the first step to becoming your child's most important sex educator.

Promises, Promises

The best ways to prevent child sexual abuse are to

- learn the signs of sexual abuse in a child
- learn to identify dangerous situations
- take great care in selecting child care providers
- trust your intuition
- take any child seriously who tells you he or she has been sexually abused
- talk to your children openly about abuse and encourage them to come to you whenever they need you

Remember to:

- Learn to reach out to people who can help you find out if a child is or has been sexually abused
- Learn the Child Abuse Hotline number
- Remember you can be a survivor of abuse and a good parent

Source: *Heart to Heart Trainer's Guide.* The Ounce of Prevention Fund. Chicago, Illinois.

The Disclosure of Child Sexual Abuse

In addition to the legal requirements of mandated reporting, there are other elements to consider when someone discloses that he/she has been the victim of sexual abuse or sexual assault. Review the following guidelines for responding to a disclosure of sexual abuse.

1. Trust your "gut" feelings
2. Believe the person who discloses
3. Tell the person that he/she has done the right thing by telling you
4. Assure the person that he/she is not to blame
5. DO NOT promise not to tell anyone. (Remember, you are mandated by law to make a report of known or suspected child abuse.)
6. Tell the person exactly what to expect; if you don't know, say so.
7. You do not have to prove that a child is being abused or neglected; you only have to suspect maltreatment is occurring in order to report.
8. Respect the person's privacy by not discussing the disclosure with anyone other than those you must inform according to your state's child abuse reporting laws.

Source: *Heart to Heart Trainer's Guide*. The Ounce of Prevention Fund. Chicago, Illinois.

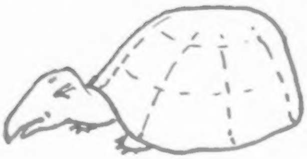
Understanding Conflict

- Conflict is a struggle between people.
- Conflict occurs in all relationships.
- Conflict is not always bad.
- Conflict is good when it brings major issues into the open and can encourage action to prevent more serious conflict.
- Conflict is harmful when nothing is done to change the situation.
- Conflict is often uncomfortable and our skills for resolving it are often lacking.
- The conflicts in our lives have been our most powerful teachers.

Read each type of conflict below and identify examples of each type of conflict you have observed.

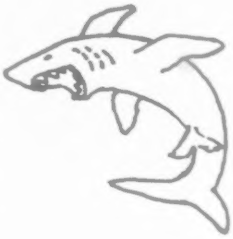
Type of Conflict	Description	Example	Your Example
Conflict Inside Yourself	Occurs when a person has conflicts about their own goals, use of time, or moral questions or decisions.	A pregnant woman knows that smoking is not healthy for the baby, but she still smokes.	
Conflict Between Individuals	The most common type of conflict is between two or more individuals.	Teen mom doesn't want baby's father's girlfriend to be involved with the baby on the weekends when he has the baby.	
Conflicts Within Groups of People	Occurs within a particular group, such as a family.	Mom and step father set the Friday night curfew an hour earlier than the teen dad feels is fair.	
Conflicts Between Groups of People	Occurs between groups of different sizes, such as clubs, organizations, communities, and nations.	A conflict between two gangs, each representing a different neighborhoods.	

Conflict Strategies: What Are You Like?



The Turtle (Withdrawing)
Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

The Shark (Forcing)
Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating others.



The Teddy Bear (Smoothing)
To teddy bears, the relationship is of great importance while their own goals are of little importance. Teddy bears want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationship. They give up their goals to preserve the relationship. Teddy bears say, "I'll give up my goals and let you have what you want, in order for you to like me." Teddy bears try to smooth over the conflict out of fear of harming the relationship.

The Fox (Compromising)
Foxes are moderately concerned with their own goals and their relationships with others. Foxes seek a compromise: they give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a conflict solution in which both sides gain something—the middle ground between two extremes. They are willing to sacrifice part of their goals and relationships to find agreement for the common good.

The Owl (Confronting)
Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing tension between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

Source: Johnson, D. W., & Johnson, F. P (1987). *Joining Together* (3rd ed.). New Jersey: Prentice Hall, p. 223-224.

Resolving An Issue

Resolving an issue in a way that is best for all parties involves a combination of good communication skills and good problem-solving skills. The steps identified below can help you work toward resolving conflicts in ways that strengthen relationships because they involve acting in caring, respectful ways.

Step 1 Show a genuine interest in resolving the issue. Choose a place to talk where you will be free from interruptions. State your goal to resolve the issue fairly for all involved. As you go through the process, focus on the problem, rather than making personal comments about the people involved.

Step 2 Take turns stating your positions, interests, and feelings clearly. When others are speaking, listen actively without interrupting. Ask questions to clarify the perspectives of others. Restate messages from others to clarify what has been said. When all parties feel they have had the opportunity to express their feelings and thoughts, you are ready for the next step.

Step 3 Make a list of possible solutions. Listen with an open mind and try not to judge any possible choices.

Step 4 Choose a solution that is best for all involved. Make a note beside those solutions that are acceptable to more than one party. It may be necessary to integrate different ideas into a single solution that may be more agreeable to all.

Step 5 Make a plan of action. Identify each party's role in carrying out the solution. Question others to make sure that they understand their role.

Step 6 Set a time to talk later and review your progress.

Some behaviors can make it difficult to use the win-win process and serve as a barrier to reaching an agreement. Behaviors to avoid include

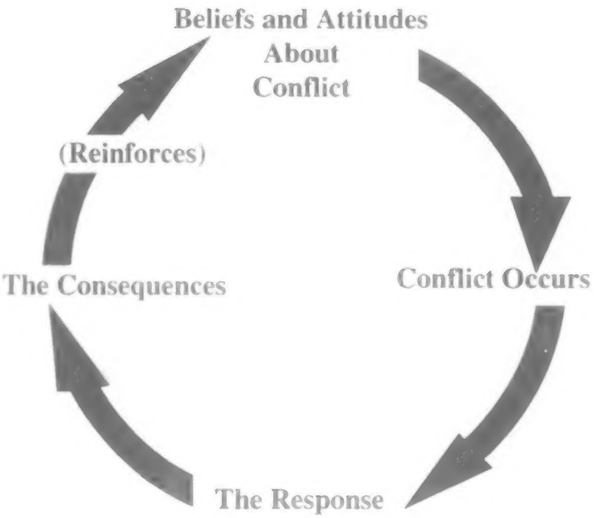
- Blaming
- Making insults
- Putting others down
- Interrupting
- Being sarcastic
- Refusing to listen
- Making threats
- Making excuses
- Changing the subject

The Conflict Cycle

Our experiences with conflict create a cycle. This cycle can be positive or negative. Let's look at how conflict works in your life.

Phase 1:
Beliefs and Attitudes About Conflict

- How we react to conflict is based on:
  —childhood messages we have received
  —behavior of our parents, teachers, and friends
  —attitudes presented by the media
  —our own experiences with conflict



Phase 2:
Conflict Occurs

- Something occurs that triggers conflict in us.

Phase 3:
The Response: What We Do When Conflict Occurs

- The point where we take action.
- We might shout, try to talk about our feelings, or maybe just leave.
- We usually fall into a pattern and repeat past responses.
- Passive responses include ignore, flight, give in, smile, avoid, become sick, etc.
- Active responses include confront, fight, defend, yell, throw something, etc.
- The healthiest response is somewhere in the middle/ a compromise.

Phase 4:
The Consequences

- Is the conflict resolved in a positive way, or does the conflict escalate and continue the cycle?

Communication Skills Practice—Verbal

1. I feel ____________________ when ____________________
____________________ because ____________________ , and
I would like ____.

2. I felt ______________ when you told me ______________,
because ____.

3. What I'd like is ____
because ____.

4. I'm trying to ____
____.

5. So the way you see it ____
____.

6. Tell me more about your ideas to ______________________________
____.

7. I can see that you feel ____
____.

8. List two examples of an active listening response:
   a. ____
   ____
   ____

   b. ____
   ____
   ____

Sharpen Your Conflict Resolution Skills

The following skills are important as you communicate with others to resolve conflict in peaceful ways. Place a "+" in front of those skills you can do well. Place a "o" in front of those skills you would like to learn to do better.

__________ 1. Show genuine interest in solving the dispute.

__________ 2. Focus on the problem, not the people involved.

__________ 3. Accurately describe your position, interests, and feelings.

4. Ask for and actively listen to others' position and interests.

__________ a. Ask questions to clarify others' perspective.

__________ b. Restate others' messages to clarify what has been said.

__________ 5. Recognize and respond to the feelings of others.

__________ 6. Listen with an open mind and try to understand the perspective of others.

__________ 7. Brainstorm for possible solutions.

__________ 8. Integrate different ideas into a single agreement.

__________ 9. Be aware of your role in carrying out the solution.

When you are resolving conflict with others, remember NOT to

- Use insults
- Place blame
- Put others down
- Interrupt while others are talking
- Be sarcastic
- Refuse to listen
- Change the subject
- Try to be a mind reader
- Misinterpret others' nonverbal communication

Visitation Schedule

Visitation is a time for the children to do things with the parent who does not have custody of them. Activities and skills that you can do with them or teach them help the time be rewarding. Helping the children find friends in your neighborhood also helps make it like home for them. This schedule controls unless the parents agree otherwise.

Liberal visiting arrangements are encouraged, as contact with both parents is important to the children. Changes or modifications can be made by the court if need for such is shown.

- At such times and places as the parties may agree. Of which will not normally be construed as less than the following:
- Alternate weekends from Friday at 6:00 p.m. until Sunday at 6:00 p.m. during the school year and 8:00 p.m. during the summer.
- In the odd-numbered years, the mother has three (3) legal holidays and the father shall have two (2), and in the even-numbered years, the opposite. Said holidays include Easter, Memorial Day, July 4th, Labor Day, and Thanksgiving.
- The child shall celebrate his birthday in the home of the custodial parent, unless it falls on visitation day, and the other parent can celebrate at another time if desired.
- The children and/or custodial parent have no duty to await the visiting parent for more than thirty (30) minutes of the visitation time. A parent who is late forfeits companionship for that time period.
- If a child is ill, the custodial parent should give twenty-four (24) hour notice if possible. The noncustodial parent should give twenty-four (24) hour notice to cancel companionship. The time canceled by the noncustodial parent is forfeited.
- A two-week companionship each summer is to be arranged by May 31st. A general itinerary should be provided for the custodial parent if vacation will be out of town. Summer school necessary for the child to pass to the next grade must be attended.

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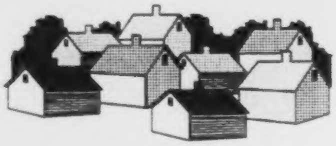
Source: Thomas E. Louden, Juvenile Judge. Delaware County Common Pleas Court, Juvenile Division.

Sharing Space



Using information from your drawing of the family living space, answer the following questions:

1. With whom do you share your living space? What are their ages?

2. In addition to the living space itself, what equipment, furniture or possessions do you share with others in your living space?

3. What do you like best about sharing your living space with others? Why?

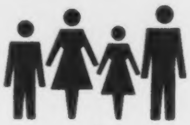
4. What do you like least about sharing your living space with others? Why?

5. Describe a frequent source of conflict with those who share your living space. How do you resolve this conflict?

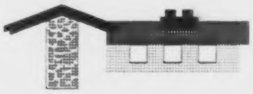
6. What advice would you give others about getting along well with others in a shared living space?

Family Support Systems

Internal Support Systems



- Family members
- Friends
- Neighbors
- Extended family
- Shared child care
- Shared assistance

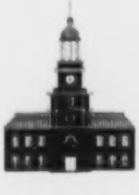


Community Support Systems

- Clergy and church support groups
- Self-help programs
- After school programs
- Group sponsored activities
- Social service agencies
- Nonprofit agencies organized around specific causes
- Private counseling services
- Physicians and other health professionals
- Community recreation programs
- Local health and safety departments
- Libraries
- Public transportation

Employment-Oriented Support Systems

- Rearranged work week
- Flex time
- Supportive benefits
- Parental leave
- Job sharing
- Compressed work week
- Child-care services
- Limited transfers



Barriers to Seeking and Getting Support

Isolation

I am alone and I am the only one that has felt like this.
No one else has ever experienced what I am experiencing.
There isn't anyone to help me.
My problems are different from those of others.
You are weak if you ask for help.

Denial

This problem will go away.
There really isn't any problem at all.

Extreme Sense of Responsibility

I should be able to handle this on my own.
I don't want to force my problems onto other people.
I don't want to burden others with my problems.
No one else can solve this but me.

Belief That Others Don't Want to Help

Others don't want to hear about my problems. They have enough of their own.
Others don't really want to know, or they would ask me more.
Others don't want to be bothered. They don't really care.
I don't want to infringe on other people's lives.
Others get too upset when they hear about my problem.
They can't deal with my problems.
Others don't know enough to help, so I don't trust them.

Need To Be a "Perfect" Person

I should be able to handle my own problems.
No one else is as good at solving my problems as I am.

Lack of Energy or Strength to Seek Help

It's too complicated to find and use a support system.
It's easier just to do everything myself.
I'm too tired to bother. I'll just let it go.
It takes so much energy to explain my situation to others.

Telephone Hotlines to Help with Family Crises

If you are thinking about running away or have run away,
Call National Runaways Hotline (800-231-6946)
They provide counseling on resolving home problems and referrals to local social service agencies and safe shelters. They will send help to your home in an emergency abuse situation or refer you to Operation Home Free for free transportation home.

Call National Hotline for Missing Children (800-843-5678
They provide counseling, referrals to local social service organizations, and recommendations of local shelters.

Call National Runaway Switchboard (800-621-4000
They provide help and guidance for such problems as drug abuse, child abuse, and sexual abuse, referral to local social service agencies and shelters, and transmittal of messages to parents without disclosing the runaway's location.

If you are the victim of or have observed child abuse,
Call National Child Abuse Hotline (800-422-4453
They provide crisis intervention counseling and referrals to local services. All calls are confidential.

If you or someone you know has a drug problem,
Call Cocaine Helpline (800-662-HELP) or 800-COCAINE (800-262-2463
They provide counseling on drug problems, referrals to local support groups (such as Narcotics Anonymous and Cocaine Anonymous), to outpatient counseling programs, and to residential treatment centers.

If you have a drinking problem,
Call AA (Alcoholics Anonymous) See your local telephone directory.
They provide referral to their local support groups.

If you have a parent , friend, or relative with a drinking problem,
Call AlaTeen. See your local telephone directory under Al-Anon.
They provide referral to local support groups of teenagers who have relatives or friends with drinking problems.

If you feel depressed or suicidal,
Call a local suicide prevention hotline. Most telephone directories list these and other Crisis Numbers in Community Services section at the front of the White Pages.

If you discover cancer in yourself or your family,
Call for cancer information (800-638-6694)

If someone close to you becomes handicapped,
Call for information on programs for the handicapped (800-424-8567)

If you are having problems as a parent,
Call Parents Anonymous (800-421-0353)

If you discover that you or someone you know has the AIDS virus,
Call for AIDS information
(800-342-AIDS)

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Unit 8:

Economic Independence

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on career planning, making the transition from school to work, and managing economic resources.

Teacher Background Information

The teacher background information reviews current literature and legislation on career development, financial management, and legislation regarding equity issues in the school and workplace. **Page 668**

Learning Activities

The learning activities address seven competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 8.1:	Assess school-to-work needs	**Page 676**
Competency 8.2	Identify traditional and nontraditional occupational options*	**Page 682**
Competency 8.3:	Assess career interests and skills*	**Page 690**
Competency 8.4:	Develop a career plan	**Page 692**
Competency 8.5:	Manage family income and expenses	**Page 694**
Competency 8.6:	Assess savings and checking options*	**Page 698**
Competency 8.7:	Define equitable roles, rights, and responsibilities in the school and workplace	**Page 702**

*Expanded Competencies

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and are referenced according to their related competency. **Page 708**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 711**

Teacher Background Information

Teacher Background Information

Rationale

Achieving economic independence is an is an integral part of making the transition from adolescence to adulthood. Traditionally, the progression from adolescence to adulthood has been education, job preparation, employment, marriage, and parenthood. However, the shrinking number of unskilled jobs that once supported large numbers of youth and the increasing educational and training requirements for current and emerging jobs are lengthening the transition to adulthood by as much as ten years (Roseheim & Testa, 1992). Most young people are adapting to this lengthened social timetable for completing their education, entering the work force, marrying, and becoming parents. Some young people see less reward for delaying their transition to parenthood, and as appears from research, intentionally chose to become parents. They are willing to "put the cart before the horse" and opt for parenthood before completing basic educational requirements and preparing for employment. The consequences of young people's decisions to have children before they are economically prepared to provide for those children are emotionally, socially, and economically costly to the teenage parents, their children, and society.

In the United States, teenage parenthood has emerged as a major social policy concern because of its adverse effect on the education, employment, and economic independence of the next generation of adult citizens, and its revolutionization of the traditional concept of "family." Out-of-wedlock births, which have a particularly devastating effect on economic independence, have increased. In 1994, about three fourths of births to teenagers (15-19 years of age) were to unmarried women (*Women's Changing Role*, 1996). The economic outlook for these teen parents, who lack education credentials, have little prior work experience, possess only a few marketable work skills, and have added parenting responsibilities, is bleak. To overcome the difficulties that hinder teen parents' successful transition to adulthood and economic independence, this special population will need increased help in all areas of career preparation.

Background

Work Force Trends. The United States work force currently faces changes in its structure and composition that will substantially alter employees' future relationship with employers. The qualities that individual workers can bring to the workplace, in terms of education, skills, self-reliance, and attitude become more important to any business organization's ability to be globally competitive. To best understand how to prepare young parents for economic independence, it is important to be aware of significant emerging trends that are shaping the work force. Coates, Jarratt, and Mahaffie (1990) have identified seven trends that are basic to understanding the future of work and its relationship to helping young parents achieve economic independence:

Theme 1: Diversity: Growing diversity of the work force will occur as workers age, women move up the management ranks, and minorities gain more access to the work force.

Theme 2: Reintegrating Home and Work Life: There is a need to connect home and work life when all adults are employed outside the home.

Theme 3: Globalization: Because national economies are becoming integrated into a world economy, the U.S. work force's quality and competitiveness are compared with those of the work forces of other nations. The U.S. must compete with lower labor costs and faster product to market times.

Theme 4: Human Resources: The idea of the individual worker as a potential asset has implications for teenage parents attempting to achieve economic independence.

Theme 5: The Changing Nature of Work: This theme emphasizes the need to reeducate and train most people for a knowledge-based work force and the need for employers and educators to connect and work together to insure an acceptable quality of future work forces.

Theme 6: Rising Employee Expectations: This theme involves employee benefits in general and medical benefits in particular. This area of concern goes beyond the work place to institutional and societal issues of change.

Theme 7: A Renewed Social Agenda: This theme involves employer ethics and an emerging expectation that employers should participate in finding solutions to social and environmental problems.

These seven trends represent a general pattern of factors that are shaping the work force. Intervention for helping teenage parents achieve economic independence needs to recognize and fit into this scheme in order to be compatible with the changing economic environment of the workplace.

Career Development. Implementation of comprehensive career development programs is one way to connect schools to the world of work. In the past two decades, many theoretical viewpoints regarding career development have been created. One particular theory of career development described by Gottfredson (1981) is particularly useful, since it is based on a developmental theory that assumes that people learn as they grow and develop through their interactions with the environment. Gottfredson's research traced the development of occupational stereotypes in young children through adulthood. He found that preschoolers view occupations as adult roles with which they rarely identify, and that by ages 6 to 8, sex role socialization occurs. This implies that career development programs need to begin early in elementary school and that specific career development activities as particularly appropriate at specific developmental stages or grade levels.

Once a foundation of career awareness is established in elementary school, a career development component should focus on students exploring key occupational areas and assessing their own interests and abilities in relation to key occupational areas. In middle school and early high school (grades 7-10) students are aware of links between education, work, money, and social class (Goldstein & Oldham, 1979), and their own values, expectations, social class, and ability influencing their preferences for the kind of work they would like to do. During the middle school years, sex role stereotypes are less fixed than previously in life, and less fixed than they will be in the future. During this developmental stage, educators may have a greater impact on expanding students' perceptions of sex roles.

The final stage of career development evolves around specific career education. In high school, students are aware of choosing an appropriate particular occupation, their own interest, values and aptitudes (Rosenberg, 1979), their own uniqueness and making life plans related to family, leisure and work (Rosenberg & Rosenberg, 1982). A positive self-concept is important as it relates to a person making career choices that are most consistent with one's potential (Fitzgerald & Crites, 1980). In this final stage (grades 11-12), students enter career education programs to acquire occupational and academic skills and knowledge for entry level employment and/or for advanced training or education. The successful completion of a specific career education program would provide the student with the necessary academic and technical skills to secure a first job in their occupational area, enter a postsecondary training program or apprenticeship, or continue their formal education.

Career awareness and career choice options are important for teenage parents who are often at the planning stage of a career development program (Nash, 1991). To become economically independent, these young people need to consider the wages associated with various occupations as well as academic/skill requirements before choosing a specific career to pursue. Help in making decisions about career choices involves presenting jobs available in a particular occupational area to represent the broadness of jobs available from entry level through top management level and to emphasize the opportunity for upward mobility in a particular occupational area. Ideally, the career exploration unit would culminate in students' selecting a specific career in which to receive further education and training.

The parents of students, particularly their mothers, are likely to have more influence over the career selection and education of their children than the schools (Way & Rossman, 1996). Children are socialized by the work attitudes and behaviors of their parents long before and long after they are students in school. Teen parents whose own parent(s) have a strong history of work force participation are more likely to become strongly attached to the work force themselves than are teen parents whose own parent(s) have a poor history of work force participation. Since the majority of teen parents live in families with low- and poverty-level incomes, many parents of students may be unemployed or underemployed, and may have low basic skills and few employability skills.

Traditional and Nontraditional Occupation Choices. Since gender related economic inequities exist, teenage parents need specific information about traditional and nontraditional occupation choices to make more informed career decisions based on more complete knowledge of jobs available. In the late 1970s, researchers began to recognize the significance of occupational segregation as responsible in setting and maintaining low wages in female dominated occupations. Many of those inequities still exist today. "Not only do women do different work than men, but also the work women do is paid less, and the more an occupation is dominated by women, the less it pays (Treiman & Hartman, 1981). Education and training can help correct gender related economic inequities. Leaders in career and vocational education have set goals to enroll females and males in vocational education fields formerly dominated by the opposite sex. Possible benefits would include females being trained in nontraditional occupational fields with higher salary and benefit expectations; males being trained in fields that prepare them for increased competence as parents and caregivers; and an increase of salaries and benefits in the nurturing occupations such as child care providers and caregivers to the ill, disabled, and elderly as a reflection of the value of the services performed. Even with all the promise of nontraditional occupations solving economic type problems for parenting teenagers, vocational educators need to provide more than equal access to training. There needs to be active recruitment of nontraditional students, support services to bridge family and work responsibilities, sex fair curricula, and training for educators and counselors.

Legislation to Support Working Families. Historically, the federal government was slow to involve itself in social welfare and family life. However, by the 1930s, it was obvious that an industrial society with a highly mobile work force could not rely on charity, the extended family, or neighbors to provide for the basic needs of the poor. The Social Security Act of 1935 created the first federal welfare plan by providing retirement income for individuals. In 1939, benefits were extended to include dependents and survivors, thus inaugurating a family welfare program, Aid to Families with Dependent Children (AFDC) that existed until October 1, 1996.

As a replacement to AFDC, Personal Responsibility and Work Opportunity Reconciliation Act of 1996 Public Law (P. L.) 104 - 193 became law effective October 1, 1996. This new family welfare program with very few federal restrictions is operated as a federally funded block grant known as Temporary Assistance to Needy Families (TANF). The eligibility requirements for teen parents to receive federal TANF assistance are complicated. The requirements do not apply to all teen parents in a uniform manner. Rather, certain characteristics of the teen determine the applicability of the law (Levin-Epstein, 1996). For example, the rules change depending on the age of the teen parent, the teen's marital status, and if the teen is the head of the household. In all cases, however, ineligibility for failure to abide by the federal laws is limited to the teen parent, and not the child of the teen. The child is still eligible to receive benefits through a representative payee.

States are allowed flexibility in the legislation in some areas of implementation. For example, states have the flexibility to determine that the teen's current living situation is appropriate. They also have the flexibility to regard the income of the parent or adult guardian as available to the teen, or to completely disregard this income in calculating the teen income for eligibility determination.

The U.S. government has also been involved in promoting a gender-equal work force. Civil Rights legislation was prevalent in the 1960s promoting equal pay between females and males, prohibiting employment discrimination on the basis of sex (among other conditions such as race, creed, color). Executive Orders issued by President Johnson attempted to reduce occupational sex segregation through the concept of affirmative action and equal employment opportunities. The problems of occupational sex segregation were more aggressively addressed in the 1970s with enactment of the Higher Education Act of 1972, Title IX, the Women's Education Equity Act of 1974 and 1978, and the Vocational Education Act, 1976 Amendments. This last legislation was of particular importance in its establishment of a sex equity coordinator at the state government level. Legislation to address the issues of occupational sex segregation by providing funding to establish training programs characterized the 1980s. The Job Training Partnership Act (JTPA) of 1982, the Carl D. Perkins Vocational Educational Act of 1984, and the Family Support Act (FSA) of 1988 are examples of legislation that sought to correct educational deficits and occupational sex segregation. The Family Support Act was particularly promising because it directly addressed the needs of poor people; it emphasized building strong families and helping them become truly self-sufficient and for the first time, federal law mandated that educational services must be available to participants in welfare to work programs (Henricks, 1995). However, it did not move large numbers of welfare recipients into the work force.

Other efforts have been aimed at developing family-friendly workplaces and smoothing the transition from school to work. The Family Medical Leave Act of 1993 Public Law (P. L.) 103 - 003, allows employed adults to be off work to care for ill children or elderly parents without termination of their employment/benefits. School-to-Work Opportunities (STW) of 1994 Public Law (P. L.) 103 - 239 encourages a new approach to learning in American's schools. STW mandates addressing the needs of all students including both females and males who might also be teenage parents. Young parents will also benefit economically from higher hourly wages that are ensured by the passage of Small Business Job Protection Act of 1996 Public Law (P. L.) 104 - 188.

Managing Financial Resources. Part of the responsibility of becoming economically independent includes managing the financial resources available to the family. Individuals and their families need to understand how to define their needs and allocate their funds to provide for both current and future needs. To insure economic self-sufficiency, effective money management is critical. A financial plan must be realistic and workable for each individual and family. These plans are usually organized on time priorities (short-term goals, medium-term goals, and long-term goals) around the basic needs of most families: food, clothing, housing, and transportation. Depending on the unique needs and wants of each family, the percentage each family spends on individual categories may differ substantially from household to household.

In 1916 during debate on the Smith-Hughes Act, which authorized the first federal aid for vocational education, one senator advocated for home economics education for girls "to attain (their) fullest development and fulfill (their) manifest destiny" as homemakers and mothers (Congressional Record, 1916). Roles for men and women have changed over the eighty years since the senator's statement was recorded. Teenage parents need a vision for the future that incorporates true gender equity, acknowledges the reality of dual income families as well as single parent families and balances work and family obligations. Under these circumstances, an appropriate paraphrasing of the senator's statement might encourage both female and male participation in both work and family. "Under present conditions the education of both females and males needs to be directed toward a workplace occupation of her/his choice based on her/his talents, interests, education and experience. Ideally these occupational choices will give satisfaction and pleasure to the person; provide a positive contribution to society and provide adequate economic considerations to the family unit. However, quite beyond and equally or more important, every boy and girl should be fitted for home-building and for parenting. No matter what might be the means of livelihood, it is as husband and wife, father and mother that they will attain their fullest development and fulfill their manifest destiny."

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Competency 8.1: Assess school-to-work needs

Group learning activities appear on left-facing pages; individual activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

FHA/ HERO

a. Invite a panel of adults who are working full-time to discuss the importance of completing high school, the reasons why they work, and the kinds of skills that are valued by their employers. Develop a list of questions for the panel such as those identified on **Making Connections With the World of Work** (p. 711). After the panel discussion, develop posters to display in your school about the importance of finishing a high school education. (8.1.1, 8.1.2, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8)

b. In small groups, complete **The High School Challenge** (p. 712). Identify obstacles to finishing high school and write each at the top of a large sheet of newsprint. In small groups again, select one of the barriers and create a plan to overcome that barrier and finish high school (as if you were the student in the case study). Use markers to represent your plan in words, pictures, and symbols on the newsprint. Share your plan with the class and justify each action you would recommend. (8.1.2, 8.1.3)

Processing Questions

- *What happens daily to make it difficult to get to school? Monthly? Yearly?*
- *Which of these barriers do you think would be most difficult to overcome? Easiest to overcome? Why?*
- *Which of these barriers do you presently face?*
- *Is there anything you could do to eliminate or lessen these barriers? Why or why not?*
- *Where can a person get support for completing high school?*

Unit 8: Economic Independence

Competency Builders:

8.1.1 Identify the importance of completing a high school education
8.1.2 Identify obstacles to completing high school for pregnant / parenting teens
8.1.3 Develop a plan for overcoming obstacles to completing high school
8.1.4 Identify reasons that people work
8.1.5 Interpret the needs of employers and employees
8.1.6 Identify factors that influence work ethic
8.1.7 Identify skills valued by schools and employers
8.1.8 Identify the importance of lifelong learning

Individual Learning Activities

a. Interview three adults who are working full-time. Consider interviewing workers who have different educational backgrounds (such as a high school graduate, a college graduate, and a worker who did not finish high school). Use the interview questions provided on **Making Connections with the World of Work** (p. 711). (8.1.1, 8.1.2, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8)

Processing Questions

- *How is life different for the person who finished high school and the person who did not?*
- *How does education seem to affect lifestyle?*
- *How do you feel about finishing high school?*

b. Complete **The High School Challenge** (p. 712). Identify the barriers you may experience as you work toward completing your high school education. (8.1.2)

Competency 8.1: Assess school-to-work needs *(continued)*

Group Learning Activities

c. Survey people who are employed to determine what they gain from work. Compile the results and make a list of the outcomes of work, such as those listed below. Compare these results with the benefits you get from your present work and with the benefits you hope to obtain from your future work roles. (8.1.4)

(1) Support for economic well-being of the family
(2) Personal satisfaction and self-worth
(3) Interaction with others
(4) Develop self, learn and grow
(5) Prestige or status
(6) Benefits such as health insurance, retirement, etc.
(7) Opportunities for self-expression
(8) Opportunities to cooperate and work with others

Processing Questions

- *What do people get from work?*
- *What types of values were represented in the responses?*
- *What would happen if people choose to work solely for one of these reasons?*

d. Use classroom resources to define *work ethic* (Suggested definition: an individual's or a society's attitude and philosophy about work). Explain the American work ethic that all able-bodied people should work and that work should be a major part of people's lives. Make a list of factors that have influenced this work ethic. Collect newspaper and magazine articles that reflect the American work ethic. (8.1.6)

Processing Questions

- *Why is the American work ethic important to our society?*
- *What are the consequences of this philosophy toward work?*
- *What values are reflected in this philosophy?*
- *How does the American work ethic compare to how you feel about work?*

Individual Learning Activities

Action Project

c. Write the practical problem, "What should I do about finishing high school?" at the top of a sheet of paper. Use the practical problem-solving process to list your alternatives and the consequences of each alternative. In addition, make a list of the barriers you may experience as you take action on this problem. Develop a plan for overcoming these obstacles and set short-term and long-term goals you need to achieve to finish high school. Identify resources you need to achieve those goals, and draw a time line showing when you hope to achieve each goal. Keep a tape-recorded or written record of your progress. Modify your goals as necessary, and document why you needed to make the modifications. (8.1.3)

Processing Questions

- *What are the consequences of this plan for you? Your child? Your family? Your community?*
- *What would happen if everyone set similar goals and achieved them?*
- *How do you think your child will someday feel about your decision and actions?*

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d. Complete **What Do You Gain From Work?** (p. 713). Share your responses with your teacher. (8.1.4)

Processing Questions

- *What are the most important outcomes of work?*
- *How do you define yourself in the workplace?*
- *Is your choice of work a part of how you see yourself?*

Competency 8.1: Assess school-to-work needs *(continued)*

Group Learning Activities

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e. Divide into two groups. Assign one group the role of employer, the other group the role of a teacher. Create a collage of words, pictures, and drawings that represents the characteristics of a good employee and a good student, respectively. Share your collages and describe any similarities and differences between them. Write the phrase *lifelong learner* on the chalkboard and discuss its meaning. Describe how lifelong learning is part of being a student and a member of the work force. (8.1.5, 8.1.7, 8.1.8)

Processing Questions
- *How will skills you need to be a good student prepare you for the world of work?*
- *Why do you think these two lists might be similar?*
- *What values are reflected in the two lists?*
- *Why is lifelong learning an important part of the many roles you will play in life?*

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f. Watch three different television programs and reflect on the work that people are doing in the program. Answer the questions below. Share your findings with the class. (8.1.4, 8.1.5, 8.1.6, 8.1.7)

(1) What jobs do you see people doing?
(2) How do the jobs you see affect the lifestyle of the families pictured?
(3) What do you see as the positive/negative aspects of these jobs?
(4) What is the work ethic shared by the characters in the program?
(5) What work skills do these characters use in their jobs?

Individual Learning Activities

Action Project

e. Complete a job shadowing experience with someone in the work force. Choose one or more of the following topics as a focus for your observation. (8.1.4, 8.1.4, 8.1.6, 8.1.7, 8.1.8)

(1) What is the work ethic of the person you are shadowing and the environment in which that person works?
(2) What are the outcomes this person gains from work?
(3) What skills are valued in this workplace?
(4) What should an employee do to improve work skills throughout his or her career?

Action Project

f. Engage in a part-time job experience, either as a paid employee or volunteer in a career of interest to you. Keep a written or recorded journal about the value of your experience. Use the following questions for reflection. (8.1.1, 8.1.3)

(1) What are the rewards of this work experience?
(2) How can this experience prepare you for your career?
(3) What skills have you used as you performed the responsibilities for this job?
(4) What new skills have you learned?
(5) What work behaviors would lead to success in this field?

Learning Activities

Competency 8.2: Identify traditional and nontraditional occupational options*

Group Learning Activities

a. As you enter the classroom, draw a sample paycheck stub at random from a container. Read the information on your paycheck stub, and determine if the occupation is traditionally male or female. Find other students in the class who have occupations with the same traditional gender expectation as your own. Working with that group of your classmates, determine the average salary among the pay stubs of your group members. Compare your average salary to the average salary of the other group (this will give you a comparison of the salaries of traditional male and traditional female occupations). Note patterns that you see. Reflect on the following questions. (8.2.2, 8.2.3, 8.2.5, 8.2.8)

(1) Who is likely to be in the highest paying occupations? The lowest paying occupations?
(2) Who benefits from these inequities?
(3) What is the impact of these statistics for women who want to be economically self-sufficient?
(4) What are the implications of these statistics for individuals? Families? Society?
(5) How might these statistics have an impact in your own life?

Teacher Note: Use **Equal Work for Equal Pay? Paycheck Stub Ideas** (p. 714) to create the paycheck stubs. This activity and those that follow can be sequenced together to create an agenda for a seminar day on nontraditional occupations. Consider including the parents of your students in this seminar day.

Unit 8: Economic Independence

Competency Builders:

8.2.1 Identify factors that influence career choices*
8.2.2 Obtain information about nontraditional occupational choices*
8.2.3 Obtain information about traditional occupational choices*
8.2.4 Identify occupational clusters relevant to own needs, interests, and abilities*
8.2.5 Identify myths and realities associated with jobs*
8.2.6 Identify obstacles to choosing and succeeding in selected occupations*
8.2.7 Participate in hands-on experiences relevant to selected occupations*
8.2.8 Evaluate the advantages and disadvantages of working in a nontraditional career*

*Expanded Competencies

Individual Learning Activities

a. Complete **Men's, Women's, or Anyone's Work?** (p. 715). If you are a female, make a list of traditional jobs for women and nontraditional jobs for women. If you are a male, make a list of traditional jobs for men and nontraditional jobs for men. Choose a traditional job and a nontraditional job for you and use the *Occupational Outlook Handbook* or your state's computer career information system (In Ohio, it is the Ohio Career Information System–OCIS) to research the salary, benefits, advancement opportunities, and career outlook for those jobs. Make a list of advantages and disadvantages of women and men choosing a nontraditional career. (8.2.2, 8.2.3, 8.2.8)

Processing Questions

- *Do jobs have gender?*
- *Are there any jobs only women can do? Only men? Why or why not?*

Competency 8.2: Identify traditional and nontraditional occupational options* ***(continued)***

Group Learning Activities

b. Conduct a "What's My Line?" career activity. Invite guests from nontraditional careers (both women and men) and ask them to wear "street clothes" unrelated to their career. Place each guest at a table, divide into teams, and take turns visiting each guest to determine his or her career. You may ask only yes or no questions. You will have about 5 minutes to ask 20 questions. Sample questions are listed below. At the end of the 5 minutes, you will have an additional minute to confer with your small group to try to determine the guest's career. Write your guess on an index card and give it to your teacher. Then rotate to the next guest and repeat the process, until you have visited all the guests. Share your choices and compile them for each speaker, while the guests change into their work clothes. Ask all guests to respond to your guesses and present a 4-5 minute presentation on their career. Prizes can be awarded for those teams who make the most number of correct guesses.

(1) Do you work with people? Animals? Things? Machinery? Data?
(2) Are you in the ___________________ career cluster?
(3) Does your career require special training? Special education? College?
(4) Does your career have any special working conditions? 8-5 time schedule? Shift work? Outdoor work? Inside work?

Teacher Note: This activity could take up to an hour and 15 minutes, which makes it ideal for a seminar day. Be sure to remind the guests that they can answer only yes or no to questions.

Individual Learning Activities

FHA/HERO

b. Make a collage showing the different career clusters listed below. Include names and pictures of the various jobs typically associated with that cluster. Identify those clusters typically associated with traditional and nontraditional occupational options. Write a journal entry about which clusters appeal to your own needs, interests, and abilities. As an FHA/HERO activity, display your collages in your school or community during Vocational Education Week. Add pictures of people in the community who have jobs related to the various clusters. (8.2.4)

(1) Arts and Communication
(2) Business Management
(3) Industrial and Engineering Systems
(4) Environmental and Agriculture Systems
(5) Health Services
(6) Human Resources

Competency 8.2: Identify traditional and nontraditional occupational options* *(continued)*

Group Learning Activities

c. Collect a wide variety of tools often used in nontraditional jobs for women, such as those listed below. Display the tools in the classroom. Circulate among the tools, handle them, and try to identify their purpose and the occupation(s) in which they are used. Discuss reasons why these occupations are traditionally seen as "men's work."

(1) Trowel/Horticulturalist
(2) Wire cutter or stripper/Electrician
(3) Battery post cleaner/Plumber or Mechanic
(4) Nail puller/Carpenter
(5) Spackling tool or putty knife/Light construction worker, Painter, or Dry wall hanger
(6) Paint stripper/Painter
(7) Pipe wrench/Plumber
(8) Garnisher/Chef
(9) Sleeve roll/Tailor
(10) Calculator/Accountant

Processing Questions

- *Do you know anyone who uses these tools?*
- *Have you ever used this tool?*
- *Would you be willing to learn to use any of these tools?*
- *What are the consequences of these types of occupations remaining exclusively men? Of women entering these occupations?*

Teacher Note: Plan a similar activity for the male students in your class.

d. In small groups, select a specific cluster of careers that might be considered nontraditional and research information about those careers using the *Occupational Outlook Handbook* or your state's computer career information system (In Ohio, it is the Ohio Career Information System–OCIS). Report your findings to the class. (8.2.4)

Individual Learning Activities

c. Complete **Traditional and Nontraditional Employment Myths and Realities** (p. 716-717). Write a journal entry to explain how you feel about each myth and corresponding reality. (8.2.5)

d. Interview a person who has succeeded in a nontraditional career. Before the interview, write the questions you will ask, such as those listed below. If possible, videotape the interview. Summarize your findings from the interview in a poster or essay. (8.2.6)

   (1) Why did you choose your career?
   (2) Did your friends or anyone in your family influence your career choice? Why or why not?
   (3) Did you ever feel out of place in your career training or experience because you were in a nontraditional role?
   (4) Who encouraged you in selecting and progressing in your career?
   (5) What barriers did you face in entering a nontraditional career?
   (6) How did you overcome those barriers?

Competency 8.2: Identify traditional and nontraditional occupational options* ***(continued)***

Group Learning Activities

FHA/ HERO

e. Hold a Nontraditional Career Style Show. Invite a group of women who have advanced in careers traditionally held by men to wear their uniform to class and/or bring the tools of their profession, such as those listed below. As each guest models her uniform, identify the various parts of the uniform and how each part relates to the job. After the style show, hold a panel discussion to question the panelists about strategies for succeeding in nontraditional careers and the consequences of their nontraditional career choices. Following the presentation, summarize what you could do to cope with sex-stereotypes in the workplace. (8.2.6, 8.2.8)

(1) Truck Driver
(2) Police, Correctional Officer, or Firefighter
(3) Mail Carrier
(4) Dentist
(5) Welder or Drafter
(6) Chef
(7) Utility Repair Technician

> **Teacher Note:** See **Guidelines for Conducting a Nontraditional Style Show** (p. 718). If you have male students, consider inviting one or two male guests who have nontraditional jobs.

f. Take a field trip to a career center and arrange to spend the day in hands-on experiences related to training in nontraditional careers, such as those listed below. As a class, share your feelings about the experiences and summarize the advantages and disadvantages of taking on a nontraditional career. (8.2.7)

Female:
(1) Drafting: Create a design using an AutoCAD. Make a D-size blueprint to take home.
(2) Law Enforcement: Listen to a female officer talk about her job. Learn how to frisk someone and dust for fingerprints.
(3) Carpentry: Construct something to take home, using hand and power tools.

Male:
(4) Child care and education: Create a toy or game.
(5) Cosmetology: Learn how to wash someone's hair.
(6) Health Careers: Learn how to take a patient's blood pressure.

Individual Learning Activities

Action Project

e. Select a nontraditional occupational option in which you are interested and arrange a job shadowing experience with someone in that field. Once you have experienced the job in a hands-on way, write a journal entry about the advantages and disadvantages of working in that career. (8.2.7, 8.2.8)

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f. **Family Involvement:** Arrange to spend a day at a career center or community college with your parent(s). Tour the facilities and take time to talk with an admissions counselor. Keep a log of the types of careers you learn about on your tour. Later, investigate which careers are traditional for you, nontraditional for you, and common wages in each field.

Processing Questions

- *Which career programs appealed to you the most? Why?*
- *Did any nontraditional career programs appeal to you? Why or why not?*
- *Which careers of interest to you would allow you to become economically independent?*

Teacher Note: Be sensitive to the fact that families and friends of teen parents may not be supportive of nontraditional career choices for young parents.

Competency 8.3: Assess career interests and skills*

Learning Activities

Group Learning Activities

a. In pairs, complete **What Can You Offer an Employer?** (p. 719). Following the interviews, revisit your Individual Career Plans and make a collage representing your personal interests and skills. (8.3.1)

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b. Complete **Factors Affecting Your Career Decisions** (p. 720). In small groups, choose one type of factor affecting the selection of an occupation, and develop a scenario illustrating how that factor could influence a career decision. Role-play for the class. (8.2.1)

Processing Questions
- *Which of these factors is most important to you in selecting an occupation?*
- *Which is least important to you?*
- *What would happen if you chose a career without considering these factors?*

FHA/HERO

c. Invite a career counselor to class to discuss information and assistance available to help you determine your career options. Work individually or in pairs with the career counselor to determine assessments and skill inventories appropriate for your career interests. (8.3.3, 8.3.4)

Unit 8: Economic Independence

Competency Builders:

8.3.1 Identify own personal interests and skills*
8.3.2 Identify own career interests and options*
8.3.3 Acquire needed information/assistance using career assessment resources/agencies*
8.3.4 Determine career options*

*Expanded Competencies

Individual Learning Activities

a. Create a folder to store information on the practical problem, "What should I do about choosing a career?" Revisit your Individual Career Plan (ICP) and identify your career interests and skills. Make an appointment with a career counselor to take appropriate skill inventories and assessments. Place the information about these skills in your folder. (8.3.1)

Processing Questions
- *What careers interest you most?*
- *What skills do you need for job entry and advancement?*
- *Which jobs best fits your skills?*

Teacher Note: An Individualized Career Plan is required for each student in Ohio and may be on file with the student's permanent record.

b. Use the media center or local library resources to get information about one or more careers that match your interests and skills. Write or tape-record a journal entry describing what a typical day would be like in the jobs you researched, including how those jobs would impact you, your child, your family, and your community. (8.3.2, 8.3.3)

c. Complete **Factors Affecting Your Career Decisions** (p. 720). Use the practical problem-solving process to choose a career you would like to pursue. List choices and consequences and factors affecting your decision. Explain the consequences of your choice for you, your child, your family, and the community. Record your decision and the steps you took to make it in your "What should I do about choosing a career?" folder. Share the results of your decision with your teacher and explain why you would choose that occupation. (8.3.4)

Processing Questions
- *Who will be affected by your career choice?*
- *Why do you believe this choice is best for you and your family?*
- *What would happen if everyone used practical problem solving to select a career path?*

Competency 8.4: Develop a career plan

Learning Activities

Group Learning Activities

a. Working with a partner or in a small group with similar career interests, develop a list of possible short-term and long-term goals you would need to achieve to enter and succeed in that career. Choose one of these long-term goals and its related short-term goals and develop a poster or visual representation of how those goals would contribute to success in that career. Write or tape-record a story about a teen parent who goes about achieving those goals. Share your story with the class. (8.4.1)

FHA/ HERO

b. Invite a panel of people employed in careers to discuss their career goals, ways in which they have accessed career planning resources, and how they have planned and dealt with changes and trends related to their careers. (8.4.2, 8.4.3, 8.4.4)

FHA/ HERO

c. Hold a "Careers in Our Future" day. Invite mentors and parents to attend. Ask class members to present their career plans and provide feedback about the plans. Hold a celebration and provide certificates to reward class members for completing these plans. (8.4.1, 8.4.2, 8.4.3)

Unit 8: Economic Independence

Competency Builders:

8.4.1 Identify own long-range career goal(s)
8.4.2 Define own work needs, values, skills, and interests in relation to the identified career goal(s)
8.4.3 Acquire needed information/assistance using career-planning resources
8.4.4 Determine career choices and projected changes/trends

Individual Learning Activities

a. Using the career choices you made and recorded in your "What should I do about choosing a career?" folder and other information you collected about that career, identify short-term and long-term goals you will need to enter and succeed in that career. Record these goals in your folder and on your Individual Career Plan. (8.4.1, 8.4.2)

b. Interview at least two people who are presently engaged in the career you selected to determine possible changes and trends related to that career. If possible, videotape or audiotape the interviews. In a conference with your teacher, explain ways your career goals prepare you for those changes and trends. (8.4.3, 8.4.4)

Action Project

c. Using all the information in your "What should I do about choosing a career?" folder, develop a career plan, including your selected occupation, training requirements, starting salary, job description, working conditions, and projected employment opportunities. This can be represented in words, pictures, collections of articles and information sources, videotapes, etc. Present your career goals and relate them to these job specifications. (8.4.2, 8.4.3)

Processing Questions

- *What is the importance of having a career plan?*
- *What do your career goals say about your values and attitudes about work?*
- *What will happen if you carry out this plan?*

Teacher Note: Use the **Career Plan Assessment** (p. 721) to help students evaluate their progress in developing a career plan.

Competency 8.5: **Manage family income and expenses**

Learning Activities

Group Learning Activities

a. Draw an item from a brown paper bag and indicate whether the item you selected from the bag is a personal want or a need for you. Place the items in the bag again, draw an item, and indicate whether the item you selected from the bag is a want or a need for your family. Explain the importance of distinguishing between individual and family wants and needs when deciding how to spend money. (8.5.1)

Processing Questions

- *Why did you classify particular items as wants or needs?*
- *When might your answer be different? Why?*
- *What influences how you spend your money as a teen parent?*

b. Play **The Spending Game** (p. 723-724). Make a list of all the factors that influence how you spend your money. (8.5.2)

c. In cooperative learning groups, write a case study that reflects what life might be like for you when you graduate from high school and have a job. Complete **What Will My Lifestyle Be?** (p. 726-727). (8.5.3)

Processing Questions

- *Considering the expenses in the case study, is it important for the character to have a job?*
- *Was it difficult to budget living expenses within the amount of money available? Why or why not?*
- *What might happen if the character in the case study did not have a spending plan?*

Unit 8: Economic Independence

Competency Builders:

8.5.1	Distinguish between family needs and wants
8.5.2	Identify family factors that affect spending
8.5.3	Develop a family financial plan
8.5.4	Identify ways to cope with financial crises

Individual Learning Activities

a. For one week, keep a record of all your spending. Make a chart with the day, time, purchase, amount spent, and feelings or special circumstances surrounding the purchase. Total the amount spent and draw conclusions based on the questions below. Complete **How Do I Really Feel About Money?** (p. 722) and reflect on how your feelings and attitudes about money might influence your spending patterns (8.5.1, 8.5.2)

(1) How would you describe your spending patterns?
(2) What influences what you spend?
(3) Are there any spending habits that you would like to change? Why or why not?
(4) Of those goods or services you purchased, which would you consider to be needs? Which would you consider to be wants? Why?

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b. Write or tape-record responses to **Questions to Ask Yourself to Find Out Just How Ready You Are to Go Out on Your Own** (p. 725). Using your responses to these questions, develop a plan for moving out on your own.

Processing Questions

- *What would be the consequences of carrying out this plan for you? Your child? Your extended family? Your friends? Your community?*
- *Is your plan realistic? Why or why not?*
- *What skills or knowledge would you need to learn to take action on your plan?*
- *What resources would you need to take action on your plan?*
- *What would happen if someone chose to move out on their own without making a plan?*

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c. To begin the process of managing your money, complete **Budget in a Box** (p. 728-729). (8.5.3)

Processing Questions

- *What are the consequences of having a spending plan? Not having a spending plan?*
- *Why do you think some people do not bother to develop a spending plan?*
- *What skills do you need to develop a spending plan that supports your personal and family goals?*

Competency 8.5: **Manage family income and expenses *(continued)***

Group Learning Activities

d. Using references, identify items to include in a family money management plan and describe examples of fixed, flexible, and periodic expenses that apply to your situation. Use a computer program or budget worksheet to complete your financial plan. Present it to the class. (8.5.3)

FHA/ HERO

e. Invite a financial planner to class to discuss common kinds of financial crises faced by individuals and families. Make a list of these types of crises and summarize strategies to prevent or cope with each. Identify personal and community resources that can help families in financial crises. (8.5.4)

Individual Learning Activities

Action Project

d. **Family Involvement:** Hold a family meeting to develop a financial plan for your family. Chart your progress in following that spending plan. (8.5.3)

e. Read the situations below and explain factors that can contribute to financial crises. Choose one of the crises and explain what you would do in that situation, noting personal and community resources that could assist you in that situation. What can you do to try to prevent this from being a problem again? (8.5.4)

(1) You love to shop and frequently buy things on impulse. At the end of the month, you find you do not have enough money to buy disposable diapers.
(2) You have a car accident and must pay for some of the repairs on your car.
(3) You are laid off from your part-time job and do not have enough money to buy essential items for your family.
(4) Your child has chicken pox and must remain home from the day care center for about 10 days. You cannot miss ten days of school. Your neighbor will care for the child, but you do not have enough money to pay the extra cost.

Processing Questions

- *Is your solution to the crisis workable for the situation?*
- *What are the short-term and long-term consequences of your solution for everyone involved?*
- *What would happen if everyone facing a similar crisis selected the same action you did?*

Competency 8.6: Assess savings and checking options*

Learning Activities

Group Learning Activities

a. As a class, make a list of reasons why you might need a savings or a checking account. Using a dictionary, define banking terms, such as *balance*, *check*, *check register*, *deposit*, *outstanding balance*, *reconcile*, *statement*, and *transaction*. In cooperative groups, choose a financial institution in your community and research the following questions about the services offered at that institution. Use markers and newsprint to make a classroom chart of financial services offered in your community. (8.6.1, 8.6.2)

(1) What types of checking accounts are available?
(2) What is the cost of maintaining each account?
(3) What is the minimum balance required?
(4) What is the procedure followed when this account is overdrawn?
(5) What kind of monthly statement information is available?
(6) What additional services are offered with this account?
(7) What hours are available for customer service?
(8) Is the institution conveniently located?

Processing Questions

- *Why would the services offered by these banks be helpful to you and your family?*
- *Why should you be aware of this information before making a decision about where to open a checking account?*
- *What criteria would you use when deciding which bank is best?*

b. Examine a display of sample checks, deposit slips, and checkbook registers. Use resources to determine how to use a checking account and practice completing the forms. Complete **Which Checking Account?** (p. 730), and make a list of factors to be considered before opening a checking account. (8.6.5, 8.6.6)

Unit 8: Economic Independence

Competency Builders:

8.6.1	Identify reasons for maintaining savings and checking accounts*
8.6.2	Identify the costs associated with different types of savings and checking accounts*
8.6.3	Develop a savings plan*
8.6.4	Calculate simple and compound interest*
8.6.5	Maintain a checkbook*
8.6.6	Reconcile a bank statement*

*Expanded Competencies

Individual Learning Activities

a. Visit several financial institutions in your community and create a poster of brochures and materials illustrating the services available at each. Make a list of the services and use a dictionary to define terms and explain the various services. (8.6.1, 8.6.2)

Processing Questions

- *Which of these services would you be most likely to use? Why?*
- *Do you have any experience using any of these services?*
- *Why should you be aware of the types of services offered in your community?*

Action Project

b. Open a checking account at a local bank. Keep a record of what you considered as you made your decision about the type of checking account and where to open the account. Use resources to determine how to use a checking account and practice completing the forms. Keep your checkbook register for a period of time. Determine criteria for assessing responsible use of a checking account. Use this criteria to assess your use of your account on a weekly (or biweekly or monthly) basis. (8.6.5, 8.6.6)

Competency 8.6: Assess savings and checking options* *(continued)*

Group Learning Activities

c. In small groups, make a list of reasons people save money and the consequences that might happen if a person does not have a savings plan. Use resources to explain the difference between simple and compound interest. Make a list of the features you would look for in a savings plan. (8.6.3, 8.6.4)

FHA/ HERO

d. Invite a speaker from the credit bureau. Divide the class into listening teams to listen for the information given by the speaker and design a poster for the classroom on the information given. (8.6.4)

(1) Listening Team 1: What is credit? How does it work?
(2) Listening Team 2: How credit can be used and misused
(3) Listening Team 3: How to establish credit
(4) Listening Team 4: What to do to reestablish a credit rating after misusing credit

Individual Learning Activities

Action Project

c. Identify things that you would like to purchase someday, but currently do not have enough money to buy. Choose one of those items and identify the approximate cost of that item. Shop for savings plans at local banks and determine where you would open a savings account. Working with the amount of money you would like to save and the interest rate for the savings plan you have chosen, develop a plan to save enough money for the item you would like to buy. Open a savings account at a local bank and determine the amount of money you would need to save to purchase that item. Keep a record of your progress toward this financial goal. Are you following your original plan? Why or why not? Make adjustments in your plan as circumstances demand or allow. Continue to monitor your progress and make necessary or desired changes. (8.6.3, 8.6.4)

Processing Questions
- *How does money grow in a year's time?*
- *How does money grow over a long period of time?*
- *Why is it a good idea to start a savings account for your child at an early age?*

d. Collect information from local banks or direct mail brochures about several different kinds of credit cards. Present the information you have learned in a chart including the type of credit card, annual fees, benefits from using card, and interest rate charged. Reflect on your findings by listing the advantages and disadvantages of using credit. (8.6.4)

Processing Questions
- *What purchases would you typically make with a credit card? Why?*
- *What should you consider before using credit?*
- *Why do individuals and families use credit?*
- *How can the advantages of credit for one person be disadvantages for another?*

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Competency 8.7: Define equitable roles, rights, and responsibilities in the school and workplace

Learning Activities

Group Learning Activities

a. Read the case studies below and identify the problem in each situation. On the chalkboard, write the practical problem, "Why do I need to know about my rights and responsibilities in the workplace and school?" Define terms such as *equity*, *discrimination*, *harassment*, and *stereotyping*. Share personal experiences you may have had with these issues. List reasons why knowing your rights and responsibilities can make a difference in the well-being of yourself and your family. (8.7.2)

(1) A woman with a health problem is consistently turned down by employers who do not wish to hire someone with her problem.
(2) An African-American male, who has been with his company for five years, is anxiously awaiting a promotion. He is disappointed to learn that the position was filled by a white man with fewer years experience.
(3) A receptionist is continually being told by her male supervisor that she would do a lot better on the job if she would loosen up and wear sexier clothing.
(4) A 50-year-old woman is laid off after 20 years with the same company. When she seeks other employment, she finds younger people are likely to be hired before she is employed.

Processing Questions

- *Have you ever seen discrimination in one of your classes?*
- *How about at your place of work?*
- *How did this make you feel?*
- *How do you feel it should have been handled?*

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b. Complete **Legislation to Protect Your Rights** (p. 731). (8.7.1)

Unit 8: Economic Independence

Competency Builders:

8.7.1	Describe legislation that ensures equity
8.7.2	Analyze discrimination issues
8.7.3	Analyze harassment issues
8.7.4	Identify stereotyping in the workplace
8.7.5	Identify family leave options
8.7.6	Identify resources available to help address equity rights and responsibilities

Individual Learning Activities

a. Collect newspaper or magazine articles about equity issues such as those listed below. ~~Use a dictionary to define~~ terms related to these issues such as *equity*, *discrimination*, *harassment*, *stereotyping*, and other words from the articles with which you are unfamiliar. (8.7.2)

(1) Gender equity
(2) Discrimination issues
(3) Harassment issues
(4) Stereotyping in the workplace
(5) Family leave policies

Processing Questions

- *Why should you be concerned about these issues?*
- *Why are these issues important in our society today?*
- *What would happen if people chose to do nothing about these issues?*
- *What can you do about these issues?*

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b. Choose one of the areas of equity that interests you and use library or internet resources to research legislation in that area. For each piece of legislation you find, describe its purpose and its effect on you as an individual, family member, and worker. (8.7.1)

Competency 8.7: **Define equitable roles, rights, and responsibilities in the school and workplace *(continued)***

Group Learning Activities

c. Read **Harassment Issues** (p. 732). In small groups, choose one of the situations and create a scenario showing what you would do in that situation. Role-play your scenario for the class and explain the consequences of your recommended actions for the character in the case study and others who will be affected by the actions. (8.7.3)

Processing Questions
- *What are the consequences of sexual harassment for all involved?*
- *Why do we need legislation to help our society deal with the problem of sexual harassment?*
- *What would happen if people chose to do nothing about sexual harassment?*
- *What can you do about sexual harassment?*

d. Write a definition for the word *stereotype*, and explain ways that people can be stereotyped at work. Explain the consequences of these stereotypes for individuals, workplaces, and society. (8.7.4)

e. Read a copy of the Family and Medical Leave Act. Explain how it would affect you and your family. (8.7.5)

Processing Questions
- *Why do you think this law was created?*
- *How does this law relate to your attendance policy at work?*
- *How can you insure your rights with regard to family leave?*

Individual Learning Activities

c. Read **Harassment Issues** (p. 732) and decide what you would do in each of the situations. Discuss one of the situations with your teacher and practice the skills needed in dealing with harassment. (8.7.3)

d. Use resources to define the word *stereotype* and identify examples of stereotypes that people may use in the workplace. Write or tape record a story about a situation in which a stereotype affects the work and personal life of an employee. Share the story with your teacher and explain how you feel the situation would best be resolved. (8.7.4)

Processing Questions

- *Why do stereotypes exist?*
- *What stereotypes are so common most people don't even realize they are using them?*
- *What kinds of stereotypes might effect your own life? Why?*
- *What can you do about these stereotypes?*

e. Obtain and read a summary of the Family and Medical Leave Act. Write a journal entry to explain how the law effects you and your use of days from work to care for your family. (8.7.5)

Competency 8.7: **Define equitable roles, rights, and responsibilities in the school and workplace *(continued)***

Group Learning Activities

f. Make a list of resources available to help you address equity rights and responsibilities, such as those listed below. Explain how each of these might be used with regard to the specific equity issues you have identified thus far. (8.7.6)

(1) Personnel office
(2) Grievance procedures
(3) Work site designated contact
(4) Due process
(5) Union representative
(6) Equal Employment Opportunity Commission

Processing Questions

- *Why is it difficult for some people to seek help with these types of issues?*
- *Why do you think these types of resources have been made available?*
- *What skills would a person need to seek help from these resources?*

Individual Learning Activities

f. Working with your teacher, develop a list of local resources to help with equity issues. Select one of the resources and interview a representative from that office or agency. Summarize the types of cases they usually have and the services they provide to support the resolution of equity issues. (8.7.6)

Action Projects

1. Develop a plan to complete high school. Write short-term and long-term goals in your plan, identify resources you need to achieve those goals, and draw a timeline showing when you hope to achieve each goal. Keep a tape-recorded or written record of your progress. With your teacher, develop a way to assess your progress. (8.1)

2. Complete a job shadowing experience with someone in the work force. Choose one or more of the following topics as a focus for your observation. (8.1.4, 8.1.4, 8.1.6, 8.1.7, 8.1.8)

   (1) What is the work ethic of the person you are shadowing and the environment in which that person works?
   (2) What are the outcomes this person gains from work?
   (3) What skills are valued in this workplace?
   (4) What should an employee do to improve work skills throughout his or her career?

3. Engage in a part-time job experience, either as a paid employee or volunteer, or complete a job-shadowing experience in a career of interest to you. Keep a journal about the value of your experience. Use the questions below for reflection. (8.1, 8.3)

   (1) What are the rewards of this work experience?
   (2) How can this experience prepare you for your future career?
   (3) What skills have you used as you performed the responsibilities for this job?
   (4) What new skills have you learned?
   (5) What work behaviors would lead to success in this field?

4. Select a nontraditional occupational option in which you are interested and arrange a job shadowing experience with someone in that field. Once you have experienced the job in a hands-on way, write a journal entry about the advantages and disadvantages of working in that career. (8.2.7, 8.2.8)

5. Use the practical problem-solving process to choose a career you would like to pursue. List choices and consequences and factors affecting your decision. Explain the consequences of your choice for you, your child, your family, and the community. Develop a career plan including short-term and long-term goals to achieve to enter and be successful in your chosen career. Decide how you will know you are making progress toward your goals. (8.3, 8.4)

6. Develop a financial plan for your family. Chart your progress in following that spending plan. Make adjustments in your plan as necessary. (8.5)

Action Projects *(continued)*

7. Open a checking account at a local bank. Keep your checkbook register for a period of time. Determine criteria for assessing responsible use of a checking account. Use this criteria to assess your use of your account on a weekly (or biweekly or monthly) basis. (8.6.5, 8.6.6)

8. As part of your money management plan, develop a savings plan to purchase something you would like to own. Open a savings account at a local bank and determine the amount of money you would need to save to purchase the item. Keep a record or your progress toward this financial goal. Are you following your original plan? Why or why not? Make adjustments in your plan as circumstances demand or allow. Continue to monitor your progress and make necessary or desired changes. (8.6.3, 8.6.4)

Making Connections with the World of Work

Use the questions below to interview adults who work full-time.

Connecting High School and Work

How has your high school education contributed to your success on the job?

What other things have contributed to your success on the job?

Was it difficult for you to complete high school? Why or why not?

Connecting Attitudes About Work to Success on the Job

Why do you work?

What do you get from your job?

What has influenced your feelings about your job and about work in general?

How would you describe your attitude toward your work?

What kinds of things do you do to continue learning about your career?

Connecting the Needs of Employers with Work Success

What does your employer look for in a potential employee?

What skills does a person need to be successful in a job like yours?

What suggestions would you make to high school students who would like to be successful in the workplace?

The High School Challenge

Read the case study. Then answer the questions below on a separate sheet of paper.

Tara is a 17-year-old who attends Hilltown High School. She has a son, Matthew, who is eight months old. When Tara had Matthew last year, she made a promise to herself to finish high school. But lately she has been worried that she might not be able to do it.

When Tara was pregnant with Matthew, she missed a lot of school. Her poor attendance led to failing grades in several classes, so she only has enough credits to be a sophomore. She is also concerned because she has not yet passed the math proficiency test.

Tara is also having trouble with Matthew's child care. Tara's mother watches Matthew on her days off from work. The other days, Tara brings Matthew to the child-care center at the career center. But transportation to and from school is a problem. The bus will not take Tara to the career center before bringing her to her high school, so Tara has to arrange a ride with friends. Even when she makes these arrangements, getting the car seat in and out of the car is a real hassle. Also, Matthew has had a few colds and he ran a slight temperature. The center will not take Matthew on those days and Tara must miss school because she has no plan for child care when Matthew is sick.

The counselor who helped her with her course schedule this year refused to move her third-period study hall to last period, so she couldn't even get an early release pass. This extra time at home would have really helped her cut back on child care costs and do more of the work she is expected to do around the house. In fact, Tara's mother is very frustrated with all the extra work taking care of Matthew requires of her. She suggested Tara drop out of school and stay at home until Matthew is older. Tara's mother did not finish high school and feels Tara could get a GED certificate when she needs it.

The worst part for Tara is dealing with her boyfriend, Matthew's father. He is the jealous type and likes to make sure that Tara is home with the baby. He calls her every day after school to check on her. When he is visiting her at the house, he expects her to pay attention to him and Matthew and not study or do any chores. Tara thinks he is unable to understand all the work involved in taking care of Matthew, but when she tries to explain all her responsibilities to her boyfriend, he just says, "If you have all this work to do, why don't you just quit school?"

Reflection Questions

1. What barriers are standing in the way of Tara's finishing school?
2. Which of these barriers could Tara control?
3. Are there any barriers over which Tara has little control?
4. What would you do about these barriers if you were Tara?

What Do You Gain From Work?

Directions: Check the statements below that best describe what you gain from work, then answer the questions below.

Personal Outcomes:

_____ Develop a sense of achievement
_____ Raise self-esteem
_____ Increase self-confidence
_____ Feel secure
_____ Belong to a purpose or a group of people
_____ Use skills, knowledge, and education
_____ Direct and influence others
_____ Meet new challenges
_____ Provide for personal growth
_____ Use creative talents and problem-solving abilities
_____ Build character
_____ Stimulate myself
_____ Be recognized and valued by others
_____ Set good example for my children

Social Outcomes:

_____ Meet new people and make friends
_____ Be with people who share my interests
_____ Prevent loneliness and isolation
_____ Raise social status
_____ Contribute to a better society
_____ Help others

Economic Outcomes:

_____ Fulfill survival needs (food, clothing, and housing)
_____ Save for long-term goals (home, car, trips, and education)
_____ Keep a family together during crisis (illness, divorce, and unemployment)
_____ Obtain fringe benefits (health care and life insurance)
_____ Get money and material things
_____ Measure worth as an employee

1. Which of these outcomes are most important to you? Why?

2. How do these outcomes affect your attitude toward work?

3. What values are reflected in your work?

Equal Work for Equal Pay? Paycheck Stub Ideas

The following information can be used to develop paycheck stubs for various careers. The information is based on *Occupational Outlook Handbook* data from 1992. If appropriate, other salaries or occupations can be selected that represent a cross section of traditionally male and traditionally female choices using more recent editions of the *Occupational Outlook Handbook.* You may also want to include pay typical for teacher's aids in your school district, aids in convalescent homes, and other low-skill jobs available in your area.

Architect	$32,000
Electrical Engineer	44,000
Word Processor	18,000
Accounting Clerk	16,000
Secretary	22,000
Computer Programmer	30,000
Computer Operator	18,000
Dental Assistant	14,000
Dentist	70,000
Bank Teller	13,000
Paralegal	25,000
Lawyer	90,000
Mail Carrier	28,000
Elementary School Teacher	30,000
Carpenter	20,000
Pilot	80,000
Radiology Technician	22,000
Drafter	24,000
Child Care Worker	10,000
Printing Press Operator	35,000
Doctor	132,000
Registered Nurse	32,000
Beautician	22,000
Clothing Sales Worker	12,000

Source: Ruth Frankey, D. Russel Lee Career Center.

Men's, Women's, or Anyone's Work?

Can a man care for small children? Can a woman drive a truck? People used to think that certain jobs could be done by men only, while other jobs could be done only by women. Today both men and women have more freedom to choose what they will do for a living. Many people, however, still tend to think of some jobs as "men's work," and some as "women's work." Do you think the following jobs should be done by men, by women, or by anyone? Indicate your feelings by placing a check in the appropriate column.

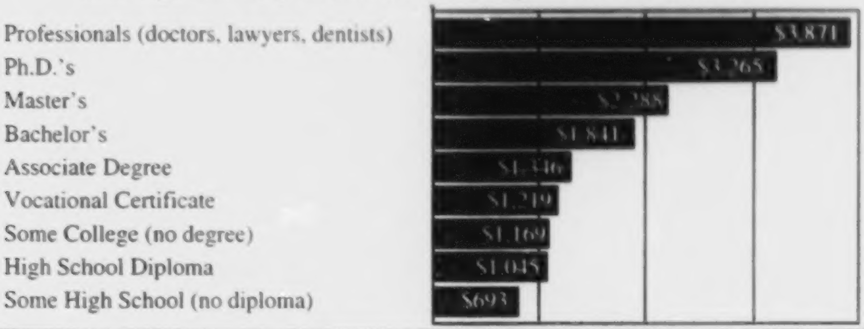
Job	**Men**	**Women**	**Anyone**
Architect	____	____	____
Engineer	____	____	____
Psychiatrist	____	____	____
School Principal	____	____	____
Rancher	____	____	____
Secretary	____	____	____
Dancer	____	____	____
Firefighter	____	____	____
Athletic Coach	____	____	____
Police Officer	____	____	____
Nurse	____	____	____
Astronaut	____	____	____
Chemist	____	____	____
Politician	____	____	____
Window Washer	____	____	____
Paperhanger	____	____	____
Housekeeper	____	____	____
Receptionist	____	____	____
Flight Attendant	____	____	____
Reporter	____	____	____
Taxi Driver	____	____	____
Homemaker	____	____	____
Pharmacist	____	____	____
Orchestra Conductor	____	____	____
Usher	____	____	____
Computer Programmer	____	____	____
Telephone Operator	____	____	____
Bank Teller	____	____	____
Florist	____	____	____

Traditional and Nontraditional Employment
Myths and Realities

Myth: Today's nuclear families can live a good life with only one salary being earned. Women should only work at home.	**Reality:** In truth, nearly six out of ten women (58.8%) age 16 and over were working or looking for work in 1994 according to the U. S. Department of Labor.
Myth: Women only work part-time jobs to have pocket money and are not serious about their work.	**Reality:** In 1994, 57 million women worked full time (35 hours or more per week); close to 16 million worked part time. 3.3 million women held more than one part time job. Women 20 to 24 years old (7.6%) had the highest rates. These women are working more than one job for economic reasons to meet expenses, pay off debts, and to save for the future.
Myth: Single parent families headed by working women have an income comparable to other family units.	**Reality:** U. S. Department of Labor statistics say that in 1993, female-headed households had an income of $17, 443. Families headed by men with no wife present made $26,467. Married couple families had a median income of $43,005.
Myth: More men than women in the labor force have a high school diploma.	**Reality:** High school diplomas were held by 91% of females compared to 88% of men.
Myth: The percentage of women who have college degrees is higher than that of men.	**Reality:** A lower percentage of women are college graduates compared to men graduates. Regardless of race, most women with bachelor's degrees were in professional and technical fields.
Myth: The amount of education you have does not influence the amount of money that you earn in a lifetime.	**Reality:** Bureau of Census in 1992 tells us the more education you have, the more money you will earn. High school graduates may earn 2.5 times more now than in 1975 ($7,536 per year). Persons with bachelor's degrees may earn three times more than in 1975 ($11,574).
Myth: One's earnings will be more if you graduate from a regular high school instead of a vocational school.	**Reality:** The June 1994 *EQUITY Update** newsletter shows how directly one's earnings correlate with level of education. This chart illustrates these differences.

**EQUITY Update* is published by The Vocational Instructional Materials Laboratory, The Ohio State University.

Average monthly income, depending on level of education



Myth: Women earn more than men in most occupations.

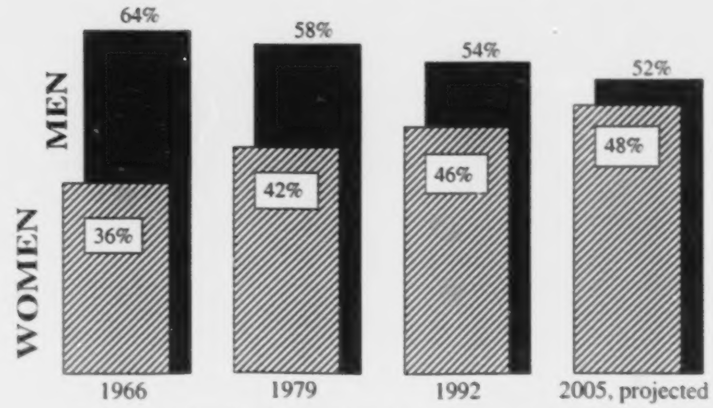
Reality: The 1994 median weekly earnings for women is 76.4% compared to men's. Even in traditional female occupations, women still earn less than men, according to the U. S. Department of Labor.

Myth: Most women dislike their jobs.

Reality: The working women of the 1990's report that 79% like their jobs. The number one concern of women is the difficulty of balancing work and family. Stress ranks as the number one problem, regardless of occupation or income, states the U. S. Department of Labor.

Myth: Through the years females have outnumbered males in the work force.

Reality: The fall 1993 issue of *Occupational Outlook Quarterly* shows how the number of females in the work force has grown. Below is a graph that shows this increase. Today's male may have female bosses. They may share responsibilities in the home for child-rearing, cooking, cleaning, and developing and maintaining healthy relationships.



Percent Distribution of the Labor Force by Gender

Guidelines for Conducting a Nontraditional Style Show

Objective:

To describe nontraditional jobs for females (and males) in an entertaining/unusual way. By describing the "dress," uniform, and/or tools used to perform the job in a "functional" way, we hope to give the audience a good understanding of the job duties and tasks.

Information Needed from the Models:

Describe what you typically wear to work from your head to your toes. Tell us why the clothing is important or necessary in your job (for example, pants are necessary because I have to climb around the equipment to check the daily maintenance items). Include any props or common tools that you may typically carry and tell us what those are used for (for example, beeper, calculator, or tape measure). Get the following information from each model:

Name:
Job Title:
Place of Employment:
Education Requirements for the Job:
Favorite Part of the Job:
Hat or Hair Requirements:
Safety Equipment Required:
Shirt/Coat/Gloves Required:
Pants/Dress/Skirt Appropriate:
Stockings Appropriate:
Shoes Appropriate:
Other Tools:

Tips on a Successful Style Show:

- Do not read the information, but adlib personal things of interest about the models and their jobs.
- The students enjoy personal information (for example, has four kids and is a soccer coach).
- Have the models ham it up slightly or be very playful in their walk. They may be on stage a long time (3 to 5 minutes) so they need to do something. They can take off their tools or clothing pieces as you are talking (for example, hat, coats, etc.). Have them walk slowly and up and down the center aisle, so all students can have a good look.
- Invite the models back for a question/answer period. For example, a firefighter may allow students to try on tools and equipment so they can see how heavy it is.
- Overbook on the number of models. Some may not be able to make it. A good balance would be 12 to 15 different people for a total of approximately 45 minutes.

Source: Marna Lombardi, The Ohio State University.

What Can You Offer An Employer?

In pairs, interview each other using the questions below. Take careful notes during the interview or tape-record the responses. Following the interview, help your partner make a list of everything she or he has to offer an employer.

1. What kinds of work have you done? Paid employment? Volunteer work? School or community involvement?

2. What other life experiences have you had that helped you develop skills you could use on a job? Hobbies? Sports? Family life?

3. What skills have you acquired from this work? Interpersonal skills? Problem-solving skills? Management skills? Leadership skills? Technical skills?

4. What skills have you learned at school?

5. What special talents do you have?

6. What achievements have you made?

7. What general abilities do you have?

Factors Affecting Your Career Decisions

Several things will affect the type of career you choose. Read the factors in the circle below and think of a specific career that is interesting to you. Create a collage of words and pictures, making a section of the collage match each of the factors identified below. Share your collage with the class and show how this particular career might fit with your wants, needs, and interests.

YOU
Personal characteristics
Attitudes
Interests
Aptitudes

THE JOB
Responsibilities
Working conditions

TRAINING
Education required
Training required
Experiences required

EMPLOYMENT OUTLOOK
Demand for workers
Job market trends

GEOGRAPHIC MOBILITY
Area where jobs are found
Local availability of jobs
Frequency of moves required

VALUES, GOALS, AND DESIRED LIFESTYLE
Short-term and long-term goals
Things important to you in a job
The fit between family and job responsibilities
Salary

Career Plan Assessment

Criteria	Maximum 3	Average 2	Minimum 1	Score
Career Assessment	• Identifies skills training necessary for choice • Completes Career Assessment Inventory • Visits guidance counselor	• Gathers information on career options	• Lists resources for getting information on career choices	___ x 10
Practical Problem Solving	• Interviews someone in chosen career • Lists possible career choices and consequences of each • Justifies career decision • Considers factors affecting self, child, family, and community	• Lists choices and consequences • Justifies career decision • Considers factors affecting self, child, family, and community	• Lists choices and consequences • Identifies career choice	___ x 10
Goals	• Develops short-term goals and time line • Develops long-term goals and time line	• Develops short-term goals • Develops long-term goals	• Lists career goals	___ x 10

Comments

Score: ________

Total Possible Score: 90

How Do I Really Feel About Money?

Read the statements below and circle the number that best represents how the statement describes you.

Agree	Do Not Care	Disagree	
1	2	3	1. The more money I have, the more important I feel.
1	2	3	2. Money is not as important to me as doing what I want with my life.
1	2	3	3. I would like to have enough money to buy anything that I want.
1	2	3	4. Working for money would help me pay for my needs and my child's needs.
1	2	3	5. I like to hunt for bargains rather than pay full prices for everything.
1	2	3	6. Advertisements and sales pitches influence my purchases.
1	2	3	7. Saving money is important to me.
1	2	3	8. I buy gifts for family and friends even when I have little money.
1	2	3	9. Eating out is an important part of my life.
1	2	3	10. I spend my money for my child's needs first.
1	2	3	11. Needs and wants for spending money are easy for me to decide.
1	2	3	12. Planning how to spend money is important to me.
1	2	3	13. The more education I have, the more money I will earn.
1	2	3	14. Money I earn should be my money.
1	2	3	15. Having lots of money will make me happy.

Reflect on these questions.

1. What would you like to spend more money on? Less money on?
2. What is the most foolish thing you have spent money on? The most sensible thing?
3. What is the most important thing money does for you?
4. How do you feel about saving money?
5. How do you feel about developing a plan to manage your money?

The Spending Game

Managing money means making choices. There is never enough money for all the things we'd like. This game will help you decide what is most important to you.

How to Play:

Round 1: Today, each of you has a "20 bean" income. Go through all categories in The Spending Game. Make one selection in each category and fill in the accompanying box(es) with bean(s). Instead of beans, you can use your pencil to mark up to 20 boxes as follows:

Example: You choose to rent a place of your own. This housing category requires three beans or three marks.

Housing
- a. live with parents
- b. share apartment with friends ☐☐
- c. rent place of your own ☐☐☐

Round 2: Your income has been cut to 13 beans. Decide what you must give up. Where will you cut the seven beans? If you are not using beans, complete 13 boxes with x marks.

Discussion Questions
- What was the first item you gave up? Why?
- What was the last item you were willing to give up? Why?
- Compare your spending choices to those of other players. How do personal values, goals, and past experiences affect each person's choices?
- Did you include savings in your spending plan? How much do you think is needed in an emergency reserve account for unexpected expenses?

Source: Cooperative Extension Service, Iowa State University, Ames Iowa, 1984.

The Spending Game *(continued)*

Housing
a. live with parents
b. subsidized housing ☐
c. share apartment with friends ☐☐
d. rent place of your own ☐☐☐

Utilities
a. included in rent
b. cost split among roommates ☐
c. you pay the bills ☐☐

Phone
a. no phone
b. phone; few long distance calls ☐
c. lots of long distance calls ☐☐

Furnishings
a. borrow from parents
b. buy used ☐
c. buy new ☐☐

Insurance (Self)
Health and disability
a. no coverage/medical card
b. basic health coverage ☐
c. health and disability coverage ☐☐

Auto
a. not responsible
b. liability coverage only ☐
c. complete coverage ☐☐
d. high-risk coverage ☐☐☐

Renter's
a. no coverage
b. property and liability coverage ☐

Savings
a. change in piggy bank
b. $50 a month ☐
c. $100 a month ☐☐

Food
a. eat with parents or carry brown bag lunch/free lunch
b. cook yourself; eat out once a week ☐☐☐
c. frequent fast-food lunches; weekly dinner out ☐☐☐☐

Transportation
a. walk or bike
b. buy fuel ☐
c. buy used car ☐☐

Recreation
a. television, picnics, visits with friends ☐
b. cable television, couple of movies ☐☐

Clothing
a. wear high school wardrobe
b. buy at discount store ☐
c. shop for high fashion and name brands ☐☐

Care
a. use parents' washer and dryer
b. go to laundromat; some dry cleaning ☐
c. buy washer and dryer ☐☐

Personal Grooming
a. generic brands
b. basic hair cut; discount specials ☐
c. hair styled and permed; name brand products ☐☐

Gifts
a. make your own
b. cards and small gifts on special occasions ☐
c. expensive gifts for everybody ☐☐

Child Expenses
Diapers ☐☐

Formula
a. WIC
b. buy some ☐

Child Care
a. Human Services
b. grandparent/relative
c. less than $50/week ☐☐
d. more than $50/week ☐☐☐

Health Insurance (for baby)
a. no coverage/medical card
b. basic coverage ☐

Clothing for baby ☐

Toys ☐

Questions to Ask Yourself to Find Out Just How Ready You Are to Go Out on Your Own

This is a self-assessment for any young person who is getting ready to go out on his or her own. It is intended to help you think about the realities of living on your own in a responsible way. Most teen parents find it is best to stay with their parents as long as possible. The financial and emotional support from your family can be a big help, not to mention having another person to get up in the middle of the night with the baby. At the same time, it is important that you do not become too dependent on family and never grow up yourself.

Taking control of your life can be a difficult task. The sooner you begin to prepare for independent living, the better your chances will be of succeeding and enjoying the beginning of your adult life. It is no fun to move to an apartment only to have to return home several months later because you can't pay the bills. Go through these questions and answer each honestly. You should have a better idea of when it is best for you and your child to establish your own household. Good luck!

1. Who will live with you? Why?
2. Where do you want to live? Why that location?
3. How will you go about finding an apartment?
4. What is a security deposit? How much would it cost?
5. What are four things that could get you kicked out of an apartment?
6. If you thought a landlord was treating you unfairly, how would you get help?
7. How will you get all the necessary household items (furniture, cooking utensils, bedding, etc.)?
8. How much does it cost to install a phone?
9. Do you know how to use a bank and write a check?
10. Do you know how to fill out a tax form?
11. Have you been able to hold a job on your own?
12. Are you able to get yourself up in the morning? Get to school or work on time by yourself?
13. Are you usually on time for appointments and work or school?
14. Would your friends want to use the apartment for parties? How would you handle that?
15. Will you have your own car? If not, how will you get around?
16. What are your main fears about living on your own?
17. Do your adult friends think you are ready to go out on your own? If not, list what they think you need to do and learn.

What Will My Lifestyle Be?

Imagine yourself in the future. Add 5 years to your age and try to estimate how you will be living at that time. You may be living with your spouse, boy/girl friend, child(ren), but probably not with your parents. Use classroom resources to estimate how much things cost.

Today I am ____ years old. In five years I will be _____ years old and I predict the following:

I will be: single married divorced separated other

I will have _____ child(ren) and their ages will be: ________. My children are in ________ grade(s)

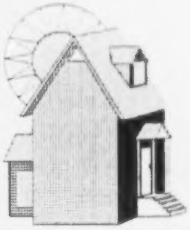
I will be living in: (city and state) ____

My living arrangements will be:

It will have _____ bedrooms and _____ bathrooms.

- government housing
- rental apartment/house
- cooperative apartment (sharing it with another family)
- condominium
- rental house
- my own home/condominium
- farm
- no permanent home

__________ **Monthly Rent/Payment**
__________ **Monthly Property Taxes**
__________ **Monthly Insurance**
__________ **Total Utilities**
__________ **Total Housing**



What Will My Lifestyle Be? *(continued)*

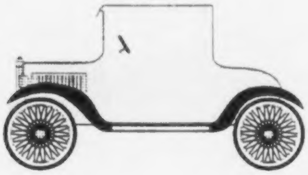
My Mode of Transportation will be:

walking bicycle motorcycle public transportation
own car (used) own car (new)

If you want to own your own car:

Make ______________________________
Model ______________________________
Year _______________

How many miles per month will you drive it? _________



Car Expenses:

__________ **Monthly Car Payment**
__________ **Gasoline**
__________ **Maintenance and Insurance**
__________ **Parking Fees**
__________ **Total**

And/or Public Transportation:

__________ **Public Transportation**
__________ **Total**

My Expenses

__________ Food/Formula

__________ Other items, such as diapers, toilet paper, laundry/cleaning supplies

__________ Child care (grandparent, babysitter, day care)

__________ Health care (medical card and insurance)

__________ Furniture/Household (includes items needed for children)

__________ Recreation (eating out, movies, cable television, newspaper)

__________ Savings

__________ Miscellaneous

__________ **Total Budget Needs**

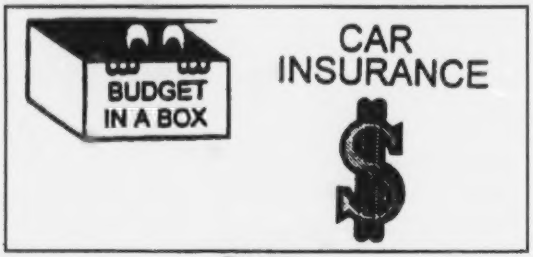
Budget in a Box

This is a simple way to start managing your money. Your first goal is to have your income cover your expenses for the month. As you use the system and are successful at keeping your expenses within your income, you will want to set some goals. Think about what you want to have money for in 3-5 months, 1 year, 3 years, and 5 years. Write these goals down on a sheet of paper, then prepare your budgeting system by following the steps below.

1. Start with a box (a shoe box or filing box will work), a calendar, envelopes, and slips of paper to fit in the envelopes. Mark an envelope "Income." Add 12 slips of paper, one for each month. Use these to estimate your total monthly income.
2. Mark "Expense" envelopes. Choose the ones you need for your family expenses. Sample categories for envelopes are listed below. Examples of envelope covers are identified on **Budget in a Box Envelopes** (p. 729). (Note: You can add weekly food envelopes to be summarized on a monthly food expense envelope. Plan the amount you will spend on food each week and place that amount in the envelopes.)
    - Food
    - Medical Expenses
    - Child Care
    - Credit Payment
    - Car Insurance
    - Car Payments
    - Telephone
    - Money for Emergencies
    - Mortgage/Rent
    - Fun
3. For each expense, decide how much you will need to spend for this month. Write the amount you need on the line under the column marked "Amount Budgeted." If you are not paid monthly, set aside enough each week to pay the monthly expenses. Divide the amount needed by four and save that amount each week.
4. If you do not use checks, place the amount of money needed for each expense in the appropriate envelope. Keep your receipt in the envelope.
5. Mark the dates you need to pay each bill on the calendar, preferably in red ink.
6. Arrange the envelopes in order by the date they need to be paid and place them in the box. Be sure to allow time for mailing, if that's how the payment is to be made. DO NOT mail cash. Write a check or purchase a money order if you pay by mail.
7. Once you have the money divided into the envelopes, DO NOT spend it on other things you have NOT planned. If you set aside money for an emergency, use money from that envelope for emergencies and unexpected expenses.
8. Some expenses do not occur each month. But it is important to place money in the envelopes for those expenses each month. When the money is needed, you will have set aside enough to pay the bill.
9. After you make the payment, mark the amount paid on the "Amount Paid" line.
10. From month to month, you will probably need to make changes in the amount you have "budgeted." After all, the best plans do change.
11. Store this box in a very safe place.

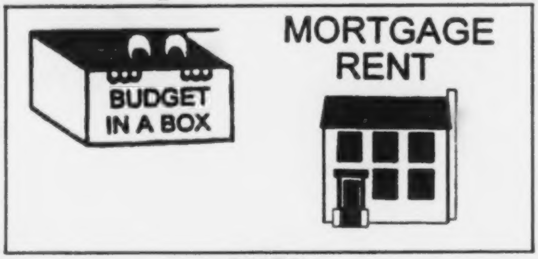
Source: The Ohio State University Extension. Developed by Diane E. Johnson, CFCS, AFC, Extension Agent, Family and Consumer Sciences, Darke County. These materials may be purchased at your county OSU Extension office.

Budget in a Box Envelopes


BUDGET IN A BOX

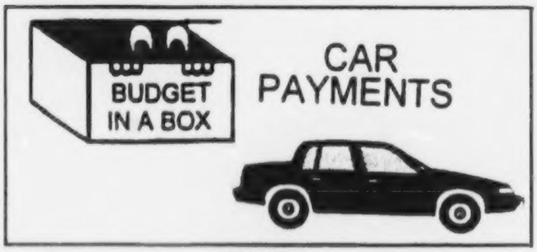
CAR INSURANCE

FIXED


BUDGET IN A BOX

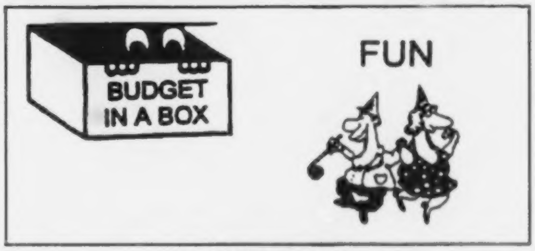
MORTGAGE RENT

FIXED


BUDGET IN A BOX

CAR PAYMENTS

FIXED


BUDGET IN A BOX

FUN

ADJUSTABLE

BUDGET IN A BOX

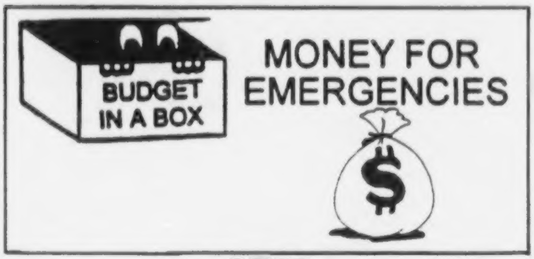
CHILD CARE

FIXED

BUDGET IN A BOX

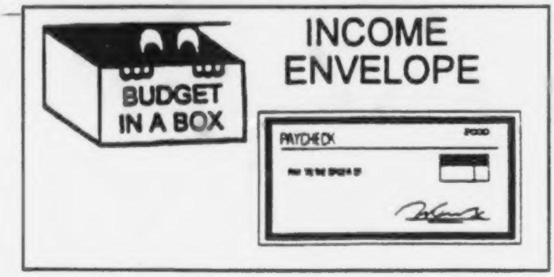
FOOD SUMMARY

ADJUSTABLE

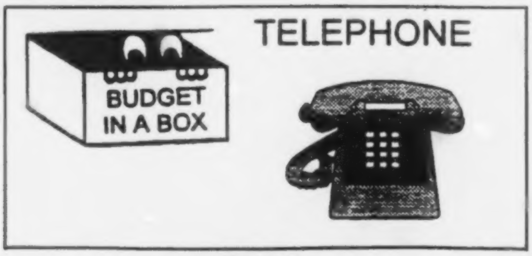

BUDGET IN A BOX

MONEY FOR EMERGENCIES

FIXED


BUDGET IN A BOX
PAYCHECK
FOOD

INCOME ENVELOPE


BUDGET IN A BOX

TELEPHONE

FIXED

Which Checking Account?

Directions: Read each of the situations below and the banking alternatives available. Then answer the questions below on a separate sheet of paper.

1. Jack is considering setting up a checking account. Jack thinks he will use about ten checks per month. He has $200 to deposit in an account. He works from 6:00 p.m. to 10:00 p.m. daily, Tuesday through Saturday.

Bank A
- located beside the building in which he works
- has no monthly service charge but charges 10 cents per check
- charges $8.00 for 8 checkbooks containing 25 checks each
- hours are from 10:00 a.m. to 6:00 p.m., Monday through Friday
- automated teller machine available 24 hours per day

Bank B
- located five blocks from work
- has a $1.25 monthly service charge but no charge for individual checks
- charges $7.75 for 8 checkbooks of 25 checks each
- hours are from 10:00 a.m. to 6:00 p.m., Monday through Friday and 9:00 a.m. to 12:00 noon on Saturday
- automated teller machine available 24 hours per day

Bank C
- located several miles from work
- offers a free checking account with a $250 minimum balance
- charges $8.50 for 8 checkbooks of 25 checks each
- hours are from 7:30 a.m. to 9:00 p.m. Monday through Friday at the drive-in teller
- automated teller machine available 24 hours per day

2. Penny wants to have a checking account to help her keep track of her spending. She plans to write approximately 25 checks per month. Penny has $500 available to put into her account. Her working hours are 9:00 a.m. to 5:30 p.m., Monday through Friday, with a half-hour lunch break.

Bank A
- minimum balance of $50
- per check charge of 10 cents for each check written more than 30 checks
- location is 2 miles from work
- hours are 10:00 a.m. to 6:00 p.m., Monday through Friday
- automated teller machine available 24 hours per day

Bank B
- minimum balance of $25
- per check charge of 15 cents for each check written more than 20 checks
- location is next to her work site
- hours are 10:00 a.m. to 4:00 p.m., Monday through Friday
- automated teller machine available 24 hours per day

Bank C
- minimum balance of $50
- no per check charge
- location is 4 miles from work
- hours are noon to 7:00 p.m., Monday through Friday
- automated teller machine available 24 hours per day

Answer the questions below on a separate sheet of paper.

1. Which bank has the lowest cost per check? Lowest service charge?

2. Which bank is most conveniently located?

3. Which bank should Jack/Penny choose? Why?

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Legislation to Protect Your Rights

Make a list of current legislation that deals with equity issues. For each piece of legislation that you list, research the purpose of the law and its effect on you.

Law	Purpose	Effect on You

Harassment Issues

Harassment can mean any unwelcome behavior. When something is unwelcome, it means that you didn't "ask for" or invite the behavior. Sexual harassment means any unwelcome behavior that in any way refers to sex. Read the examples below and see if you can explain why the behavior is harassment.

1. A female high school student learns that obscene comments have been written about her on the boys' restroom wall. She tells the principal and he asks the custodian to remove it. Several weeks after the custodian has cleaned the graffiti off the wall, the female student learns that it has reappeared. She is extremely upset and embarrassed and tells the principal again. He continues to ask the custodian to remove it, without investigating to see who wrote it on the walls.

2. A woman works at a local office. In the staff lounge, where she is expected to sign in for work, eat her lunch, and take her breaks, there are several bathing-suit type photos of women displayed on a bulletin board. The woman thinks the photos are disgusting and she gets angry about their being displayed in the staff lounge. When she mentions it to one of the male employees, he asks her, "What's wrong with enjoying the female body? It's a work of art!"

3. A man has been working in sales at a company for several years. He has always had a good working relationship with his supervisor, who is a woman. Recently, she has been suggesting they get together after work for a drink or dinner. This makes him feel uncomfortable, but he agrees one night to meet her at a restaurant near the office. Over dinner, she suggests they go to a motel room and have sex. He refuses and leaves the restaurant. In the weeks following the incident, his supervisor ignores him at work, seeming angry and put-off. On his next performance review, he receives a lowered rating for "cooperating with coworkers." He is worried that his refusal has hurt his ability to succeed on the job.

4. A male high school student is assigned a seat in the back of the chemistry classroom next to an old girlfriend. Though he usually tries to avoid this girl, he smiles and is friendly knowing that he is going to have to sit next to her all year. She begins sending him notes in class that ask him to begin their relationship again. He ignores the notes, but she continues to send them and they become increasingly suggestive about sex. He approaches the teacher and asks his seat to be changed. The teacher refuses and explains that if she changes one seat, she will be showing favoritism to one student. The girl continues to pass the notes, which become more threatening.

Unit 9:

Employability

Unit 9: Employability

Unit Overview

This unit of the *Adolescent Parent Resource Guide* focuses on the skills necessary to seek and maintain employment, including communication skills, time management skills, and skills important to balancing work and family responsibilities.

Teacher Background Information

The teacher background information reviews current literature on employability, job-search skills, balancing work and family, and skills important for success at school and on the job. **Page 734**

Learning Activities

The learning activities address six competencies from the *Ohio Competency Analysis Profile for Graduation, Reality, and Dual-Role Skills (GRADS).* Individual and group learning activities are grouped by competency and appear on the pages indicated below.

Competency 9.1:	Develop a job-search plan	**Page 740**
Competency 9.2:	Apply communication skills to employment search	**Page 750**
Competency 9.3:	Demonstrate interview skills	**Page 756**
Competency 9.4:	Employ strategies designed to meet responsibilities as working parent(s)	**Page 760**
Competency 9.5:	Develop time-management plans	**Page 766**
Competency 9.6:	Identify behaviors required to be successful in school and work	**Page 770**

Action Projects

Action Projects are designed to help students take action and apply learning beyond the classroom environment. Ideas for these projects are identified and referenced according to their related competency. **Page 776**

Student Resources

Student resources for this unit can be copied for classroom use. **Page 779**

Teacher Background Information

Teacher Background Information

Rationale

Employment is the vehicle by which most people achieve economic independence. People can be grouped according to their degree of employability, such as most, moderate, and least employable. Young people with no formal education beyond high school have an array of employability problems (William T. Grant Commission on Work, Family, and Citizenship, 1988). Within this diverse group are teenagers who opted for parenthood before completion of basic education requirements and without adequate employment. These young people in particular have become a national concern in the United States. Out-of-wedlock births accounted for nearly 50 percent of the births to women under 25 years of age in the 1990s (National Center for Health Statistics, 1993). Additionally, few young men assume financial responsibilities for the children they have fathered. How will these young people seek employment and take on the responsibilities of family and work as the next generation of adult citizens?

Several factors have exacerbated the employability problem for teen parents. First, the time period in which young people are confined to the "economic adolescence" stage has been lengthened. In this stage young people characteristically hold jobs that are on the periphery of the labor market. Secondly, there have been steep declines in the real (inflation-adjusted) weekly and annual earnings of many young men and women (under age 25) employed full-time (Sum & Heliotis, 1993). Despite renewed job growth, from 1973 to 1995 inflation adjusted median weekly earnings fell by 31 percent for full-time employed males under age 25 and 13 percent for full-time employed females under age 25. Finally, structural changes in the economy (i.e., new technologies, capital investments, labor deployment, and corporate restructuring) have adversely impacted young workers who would have filled blue collar and lower-level white collar jobs. As a result, real wages have been reduced and many young job seekers can only find employment in the lower wage trade and service industries.

There are many negative economic and social consequences for young people with no postsecondary education, particularly for those students who lack a high school diploma. High school dropouts have experienced the most severe real earnings declines, and are substantially over-represented in many major social problem groups: out-of-wedlock births, absentee fathers, poverty-stricken, welfare dependent, and the incarcerated population. Young people with no formal education beyond high school (or less education in the case of high school dropouts) experience unwanted consequences such as:

- older age at first marriage;
- longer stays at home of parents for financial support;
- reduced personal responsibility for economic support of children born out of wedlock;

- substantial rise in young single parent families;
- increased participation in illegal activities; and
- a rising number of incarcerated young men.

Given the disadvantaged educational, social, economic, and employment background of most teen parents, and considering their personal barriers to employment (such as family responsibilities, lack of role models and supports, transportation problems, criminal records, drug and alcohol problems, and unfamiliarity with the employment network), it is apparent that career development is just one priority for helping teen parents make the transition from adolescence to economic independence. To help teen parents develop employability skills, attention needs to be given to the development of the following types of life skills:

- search and communication skills needed to find a job;
- strategies to meet the responsibilities of working parents;
- skills for success at school and work.

Background

Job-Search Skills. A successful job-search process involves both internal and external information gathering resulting in employment. The internal exploration of the job search focuses on the individual's personal traits, whereas external exploration involves obtaining job-related information from friends, family, employment agencies, and other sources (Silliker, 1993). Job opportunities can be found in open markets such as employment agencies, temporary firms, and advertisements. A second category of information about job opportunities is the unpublished or hidden market–job leads from informal strategies such as personal contacts and networking. Both markets contain jobs, but most jobs are found in the hidden market (Weinstein, 1993).

Several specific strategies will help one obtain a job:

- *Acquiring Job Experience*. National research has found that substantive in-school work experience facilitates the early transition of graduates from school to work, boosts wages on early post high school jobs and significantly increases earnings seven to eight years after graduation, especially for the noncollege bound (Ruhm, 1994).
- *Making Use of All Networks and Connections*. Learning about a (job) opening through friends, relatives or coworkers is the most successful way to get a job (Wagner, 1992).
- *Using Formal Methods to Job Search*. Those searching for employment should respond to advertisements and use public and private employment services. Additionally, job seekers may want to access the Internet and other networking services (Kennedy & Morrow, 1994).

- *Using Temporary or Part-time Work.* Increasingly, companies are using temporary positions as a way to try out prospective employees (Imel, 1994).

Communication and Interview Skills. As one identifies potential employers, the job search becomes more specific. Very specific communication skills are needed to successfully write resumes, cover letters and thank-you notes; to communicate effectively during an interview; to establish networks; to market oneself and to follow up on the disposition of the job. The job seeker will need to develop skills in writing a resume and a cover letter to inform the employer of the applicant's qualifications for the job. Job applications may be required instead of or in addition to a resume. It is important that all written forms be completed accurately, neatly and legibly. If letters of reference are requested, the job seeker should obtain the person's permission before providing the prospective employer(s) with the names and addresses of people who can assess the applicant's character. Former employers, volunteer supervisors and friends are candidates for references.

The key to successful interviewing is practice. Preparing teen parents for potential interviews means providing opportunities to rehearse responses to questions in as realistic a setting as is possible. Before interviewing, potential employees should consider what they know about the company, what skills they have that specifically fit the job, what questions they anticipate being asked, and what questions they would like to ask the interviewer. One suggestion is to write down a list of accomplishments, problems confronted and solved, and ways in which one's experience relates to the needs of the job (Baskin & Morton, 1986). Then one can practice saying these things out loud. It is also important to anticipate any factors against one, and to be prepared to explain to the employer how one plans to overcome these deficiencies. Job searchers should be prepared for interviewers who are aggressive and will fire questions rapidly, or those who are passive or low-key and want the interviewee to do the talking.

In addition to the verbal communication skills important for job searching and interviewing, there are also important nonverbal skills. Skills such as shaking hands, making eye contact, and having good posture can all have an impact on the job search, particularly in an interview situation. Teen parents will also need help in identifying appropriate dress and grooming for interviews and the nonverbal messages these factors convey.

Responsibilities as Working Parents. "Workers' needs for flexibility and for policies that respond to the stresses of balancing work and family responsibilities have become critical workplace issues" (Watson & Furdell, 1991). After more than one hundred years of separating home life from work life, there is a new interest in adjusting the balance between home and work. Changes in work and family patterns dramatically affecting the workplace include: (1) dual income families, where both parents work; (2) single parent families, most of whom are women with greater need for family support, and (3) families who work and have responsibilities for children and/or older or incapacitated relatives.

The pressure for flexible work hours, unconventional work sites and arrangements (such as work at home, child care, and time off for family matters) comes from the worker's effort to accommodate home and family (Coates, Jarratt, & Mahaffie, 1990). Employers are now more willing to pay attention to these needs because the individual's contribution to the workplace is increasingly viewed as an essential asset of the company rather than a cost of operation. Individuals' competence, ability to assume more responsibility for tasks, and productivity will be essential to compete internationally in a technologically oriented society. Employers are being pushed to pay attention to family issues like child care, sick children, elder care, schooling, lifetime learning, recreation, and avocations.

Even with this current trend, however, there are still companies and workplace leaders who are unsympathetic to family friendly policies. Family members must be prepared to be proactive in bringing about change in the workplace. Indeed, everyone that has an interest in the well-being of families–the families, employers, unions, community social service organizations, local, state and federal governments–would do well to address the complex issues of integrating home and work life. Public attention to parental leave, child care, elder care and other forms of support for families in which no adult is present in the home during working hours has generated legislative initiatives for family support. The Family and Medical Leave Act was passed in 1993 providing caregivers job protection during time away from the job to attend to needs of ill family members. Legislation to protect medical benefits for families as workers are laid off or changing employment has also been passed.

Success at School and Work. "The most common reason for rejecting potential job candidates is inadequate writing and verbal skills. Yet training [in these skills]–either before employment or on the job–doesn't appear to be a priority at many companies" (Towers Perrin and the Hudson Institute, 1990). Basic skills such as reading, writing, and computation are essential to workplace success. To enter the work force, workers need a strong foundation of basics that facilitate learning on the job. Yet these basic skills are only one aspect of success on the job. According to The Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor, 1991), employers see the following abilities as important to success in the workplace:

- Identify, organize, plan, and allocate resources;
- Work with others;
- Acquire and use information;
- Understand complex interrelationships among social, organizational, and technological systems; and
- Work with a variety of technology.

For disadvantaged young people (including teenage parents) attempting to enter the work force, deficiencies in basic workplace skills can be a major barrier to a positive self-concept and economic independence. These potential employees are outside the economic mainstream and struggling to get in. Yet, basic workplace deficiencies inhibit their entry into productive well-paying work, further ensuring that those already at a disadvantage will remain at the bottom of the economic heap. The School-to-Work Opportunities Act of 1994 is federal legislation aimed at addressing basic workplace skills deficiencies among young people. Business, education and government are working together to enhance basic skills (including workplace) among economically and educationally disadvantaged young people.

Helping teen parents become employable requires cooperation between individuals, families, educators, and employers. **Individuals** must have a commitment and attitude of willingness to learn and to work. **Families** must demonstrate a commitment to work, and must be supportive of career selection and preparation processes. **Educators** must provide effective educational programs that help students determine what they need to know to be qualified for jobs that are available. **Employers** must take an active role in defining and sustaining educational efforts to provide the skills critical to their workplace. Finally there needs to be a connection with community social service organizations. Any support available through these organizations, such as health care, child care and transportation, can contribute to the employability of teen parents.

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Competency 9.1: Develop a job-search plan

Learning Activities

Group learning activities appear on left-facing pages; individual activities appear on right-facing pages. Activities are referenced to competency builders, but aligned activities do not necessarily address the same builders.

Group Learning Activities

a. In pairs, practice telling a classmate about yourself. Pretend that your classmate is a potential employer. Remember that employers like to hire workers who can express themselves well. Tell your classmate about your skills, talents, career interests, and your accomplishments at home and at school. Talk about your dreams–where you would like to be and what you would like to accomplish in the next ten years. (9.1.1)

Processing Questions

- *What is it about yourself that makes you most proud?*
- *What makes you a strong potential employee?*
- *What are your dreams and hopes for the future?*
- *What might make it difficult to visualize this dream?*

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b. Talk about yourself and your dreams (using guidelines from previous activity) into a tape recorder. Play the recording and list changes needed in tone and subject matter. Record the information again, incorporating your changes. Strive to perfect the process each time you record. (9.1.1)

Processing Questions

- *How could this information be beneficial to you in your job-search process?*
- *How could making people aware of this information make you more employable?*
- *What are the key points you need to emphasize when talking with an employer about your strengths as a potential employee?*

Unit 9: Employability

Competency Builders:

9.1.1 Assess employment realities
9.1.2 Contrast job-search methods
9.1.3 Identify job leads
9.1.4 Determine which job leads to pursue
9.1.5 Identify salary options and benefit packages

Individual Learning Activities

a. Read **Should I Work?** (p. 779) and **Influences on Work** (p. 780). Write or tape-record a journal entry evaluating your needs and wants regarding work. (9.1.1)

Processing Questions

- *Should I work now or stay at home with my child?*
- *What are the advantages of my working?*
- *What questions should I be asking myself about work in the future?*
- *How should I be preparing myself now for work later?*

Teacher Note: Be sure to stress here that it is important to start thinking about being a good employee long before student starts to work. Stress the importance of participation in extracurricular activities as a demonstration of leadership. Students should acquire job experience through volunteering, internships, and cooperative education. Many companies make full-time offers only to those graduates who have served internships.

b. Complete **Uncover Your Faulty Ideas and Travel the Road to Your Dreams** (p. 783). (9.1.1)

Processing Questions

- *What is an assumption?*
- *How do assumptions limit behavior (actions)?*
- *How can faulty assumptions limit dreams?*
- *How can faulty assumptions limit job pursuit?*
- *Do my assumptions about work reflect reality?*
- *Do my assumptions limit my behavior or my choices?*
- *How do I change my assumptions to support my dreams for the future?*

Teacher Note: Possible responses to the activity on the handout include: (1) you may not pursue a vocation because of limits you are placing on your abilities, (2) you may limit your work pursuits because of gender, and (3) you may transfer prejudices and stereotypes onto employers expecting negative responses from them.

Competency 9.1: Develop a job-search plan *(continued)*

Group Learning Activities

c. Individually or in groups, read **Employment Realities** (p. 781-782). Discuss any information that surprised you. Identify how faulty thinking could lead to making poor decisions with regard to employment. (9.1.1)

Processing Questions

- *Do you really have a good idea about how the work world operates?*
- *Have you given valuable consideration about how or where you actually fit in the world of work?*
- *Have you given good consideration and preparation to being accepted into the world of work?*
- *Do your job skills match the kind of work you would like to do?*

FHA/
HERO

d. Invite a panel of business professionals to class to discuss their hiring practices and recommendations they would make for effective job-search methods. Summarize the presentation by discussing how the following sources of job information can assist you in the job-search process. (9.1.2)

(1) Yellow pages of the phone book
(2) Network of people
(3) Professional or trade associations
(4) Informational interviews
(5) Personnel department of desired organization

Processing Questions

- *Which job search methods would you be most likely to use? Why?*
- *How could you use your networks and connections to your advantage?*
- *Have you prepared yourself by reading trade magazines and newspapers?*
- *Have you examined all alternatives you should pursue?*

Teacher Note: See **Information on Job-Search Methods** (p. 784) for current information on this topic.

Individual Learning Activities

c. Use newsprint, markers, and pictures to design a collage showing different types of support you need to seek and maintain employment. Begin by listing types of support important to the employability process, such as those listed below. Then create drawings, brochures, phone numbers, or examples of these support resources and display them in your collage. Evaluate your support systems for seeking and maintaining employment. (9.1.1)

(1) Reliable transportation
(2) Reliable and high-quality child care
(3) Telephone
(4) Time for interviews and employee contacts
(5) Newspapers and other print sources for job openings and contacts
(6) Job leads through personal contacts and networking
(7) Materials for creating a resume

Processing Questions

- *What plans need to be in place in order for me to find and maintain employment?*
- *How would you access these resources?*
- *What would happen if you did not have one or more of these types of support?*

d. **Family Involvement:** Read **Job-Search Methods** (p. 785). Discuss with your parent(s)s and other family members the methods they have used to seek employment. Identify companies that create a service or product in which you are interested. Research the hiring practices of these companies in order to determine which job-search methods would be appropriate for you. (9.1.2)

Processing Questions

- *What specific qualities does each company seek?*
- *How do they advertise job openings?*
- *Where does a company like to recruit new employees?*
- *How does this new information affect your preparation?*

Competency 9.1: Develop a job-search plan *(continued)*

Group Learning Activities

e. Brainstorm a list of sources of job leads and write it on the chalkboard. Using markers, write each source at the top of a sheet of newsprint. In small groups, select one or more of the sheets and use words or pictures to identify the advantages and disadvantages of each source on the corresponding sheet. (9.1.3)

f. Write each of the newspaper headlines below on a separate sheet of paper. In small groups, choose a headline and explain how that headline might influence a potential employee's job opportunities and job-search plan. Imagine that you are interested in a career in the area described in the headline. Develop a job search plan to seek an employment opportunity created by the described situation. (9.1.1, 9.1.2)

(1) New Plastics Plant to Locate Here
(2) New Transit System Approved for Construction
(3) Acme Bolt to Layoff 200
(4) National Manufacturing Expands Plant
(5) City Water Department Dedicates New Treatment Plant
(6) Local General Motors Plant Layoffs Now at 500

Individual Learning Activities

e. Use sources of job leads to locate companies that employ people in an occupation that interests you. Create a log sheet for job leads, making spaces for the name, company, address, and phone number of the contact person; date, time, and results of the contact; and additional notes about the company. Duplicate the log sheet to use in your job search. (9.1.3, 9.1.4)

Action Project

f. Outline the job-search process and create a job-search plan. Establish a time line and identify dates you wish to complete each part of the plan. List types of companies in which you are interested, and the location of various job leads. Designate the points in the job-search process at which it is appropriate to write a letter. Include two sample letters that you may write during the process and indicate the purpose for writing each letter. Develop a resume. Locate possible references. Share your job-search plan with several adults who can critique your work, such as a parent, teacher, guidance counselor, career education coordinator, or employer. Make changes based on their feedback. (9.1.3, 9.1.4)

Processing Questions

- *What would happen if you attempted to seek employment without a job-search plan?*
- *What will this plan do for you as you seek employment that is important to you?*
- *What actions do you need to take to be employable by the company you desire?*

Competency 9.1: Develop a job-search plan *(continued)*

Group Learning Activities

g. In small groups, complete **Work-Life Scenarios** (p.786-787). Explain how each scenario would influence your thinking, your plans for education, or your plans for a job. (9.1.1)

Processing Questions

- *What will you do differently based on what you have learned?*
- *How are your behaviors often based on what you have always done?*
- *What changes should you make in your thinking?*

Individual Learning Activities

g. Complete **Work-Life Scenarios** (p. 786-787). Write or record a journal entry about how this exercise will affect your job search plan. (9.1.1)

Processing Questions

- *What kinds of jobs would be influenced by the different types of "realities" described in the scenarios?*
- *How might you prepare yourself for these scenarios?*
- *Would any of these scenarios affect your choice of training or your learning plans?*
- *How will you use the information you have learned in these scenarios?*

Teacher Note: Summarize the lesson with the following implications:

1. Future workers will need to engage in lifelong learning. These workers will learn on and off the job and thus will be the ones with the advantage in the workplace.
2. Higher level thinking skills will be most valuable in the workplace. The new workplace requires problem solving, teamwork, and good communication skills.
3. Work experience as part of education may give students a leading edge.
4. Students should be prepared to deal with and anticipate change. Talk about nonlinear career paths and the wisdom of remaining flexible.
5. Changes in program funding and assistance will make it necessary for students to recognize the value they have in educational opportunities of the moment.

Competency 9.1: Develop a job-search plan *(continued)*

Group Learning Activities

h. Invite a speaker from the personnel department of a local business or business/school partner to discuss different payment options (wages vs. salary) and address the following questions: (9.1.5)

(1) What are common wage adjustments?
(2) What is a cost-of-living increase?
(3) What are wage incentives?
(4) What should I know about overtime?
(5) What should I know about profit sharing and bonus plans?

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i. Using resources, explore various benefits. In small groups, choose one or more types of benefits to research. Use markers to develop a poster that describes your selected benefit(s) in words and pictures. Share your poster with the class. With all groups' posters displayed in the classroom, rank each type of benefit according to its importance to you and your family. Summarize your findings from the posters and your rankings by listing reasons and costs of various benefits offered and responsibilities of employees in using the benefits. (9.1.5)

Processing Questions

- *How does an employer finance the costs of benefits?*
- *What are your responsibilities to your employer and others in how you respond to the benefits you are offered?*
- *What are your contributions to these benefits as an employee?*

Individual Learning Activities

h. Use resources to determine definitions of wage and salary. Define the following terms, which are found on a paycheck. Collect sample paychecks and locate the terms on each one. (9.1.5)

(1) Pay period ending
(2) Hours
(3) Gross earnings
(4) Net earnings
(5) Deductions
(6) Federal
(7) State
(8) Local
(9) FICA
(10) Year-to-date-earnings
(11) Year-to-date-taxes

> **Teacher Note:** The Federal Insurance Contribution Act (FICA) of 1935 is better known as the Social Security Act.

i. Review **Know Your Benefits** (p. 788). Research types of benefits offered by area businesses, including exceptional miscellaneous benefits such as on-site child or elder care, dry cleaning service, or various shopping services. Share your findings with your teacher. (9.1.5)

Processing Questions

- *What benefits are available from which to choose?*
- *What will your projected needs be in medical care for yourself and for your family?*
- *What financial and pension needs should you be aware of now and in the future?*
- *What level of services will you need now and in the future?*
- *What actions do you need to take if your employer does not offer a benefit you need?*
- *How should this information affect your job decisions?*
- *How might miscellaneous benefits help you balance your work and family responsibilities?*

Competency 9.2: Apply communication skills to employment search

Learning Activities

Group Learning Activities

a. List the ways in which a telephone can be used in the job-search process. After listening to three to five good and poor prerecorded telephone conversations, list good and poor telephone manners on a chart. Read **Telephone Call Flowchart** (p. 789). In pairs, role-play an effective telephone request to obtain an interview. Follow up with a discussion of what was effective and ineffective about your conversation. (9.2.1)

> **Teacher Note:** Student performance may be assessed using **Making a Telephone Contact Assessment Rubric** (p.790).

b. Use classroom resources to define *résumé* and make a list of the things accomplished by a résumé, such as those listed below. In small groups, make a list of kinds of information you find on a résumé and compare your lists to those ideas found on **What's in a Résumé?** (p. 792). (9.2.2)

(1) Advertises self
(2) Introduces self to employer
(3) Relates skills, achievements, qualifications, and personal qualities with career goals and objectives
(4) Gets an interview

Unit 9: Employability

Competency Builders:

9.2.1 Make a telephone contact
9.2.2 Prepare a résumé
9.2.3 Complete a job application form
9.2.4 Write a cover letter and a thank-you letter

Individual Learning Activities

a. Read **Making a Telephone Contact** (p. 791). List the information you would need before making a telephone call, including the purpose of the call and the information to be discussed. Working with your teacher, role-play a telephone call to a potential employer. Tape record your discussion; then listen to the tape and critique yourself. Share your self-critique with your teacher. Ask your teacher for feedback. (9.2.1)

Processing Questions

- *How can effective telephone manners assist you in finding a job?*
- *What are the advantages and disadvantages of using the phone to make contact with potential employers?*
- *What are the most important things to remember when telephoning a potential employer?*

Teacher Note: Student performance may be assessed using **Making a Telephone Contact Assessment Rubric** (p. 790).

b. Read **What's in a Résumé?** (p. 792). Explain why you need a résumé and make lists of the types of information you will include on your résumé based on the sections described on the handout. (9.2.2)

Processing Questions

- *Why do you need a résumé?*
- *How can a résumé help a person to be considered, or eliminate a person from being considered, for an interview?*
- *What could make a résumé unacceptable?*
- *What are the most important things to include on your résumé?*

Competency 9.2: Apply communication skills to employment search *(continued)*

Group Learning Activities

c. Write the sample jobs below on small slips of paper and place them in a container. Draw a slip of paper from the container, and write a job objective for that specific occupation. Explain why it would be appropriate to have such a job objective on your résumé when applying for that job. (9.2.2)

(1) Sales
(2) Banking
(3) Machinist
(4) Computer

Teacher Note: Possible objectives might include:
(1) A responsible sales position that will utilize my skills in communication, planning, and marketing
(2) A banking position in which my mathematical and organizational skills will be of value
(3) A position that will challenge my ability to read blueprints; use lathes, grinders, and boring machines; and make machine gears and cutting tools
(4) A position that uses my skills in computer programming and writing

d. Collect sample résumés and evaluate them using **Evaluating a Résumé** (p. 794). Share your ratings with those of your class members and explain what you feel are the most important characteristics of an effective résumé. (9.2.2)

e. As a class, make a list of the purposes of a job application. Examine two to three precompleted applications and decide what action you would take on the applications if you were an employer. Explain why you would take these actions. Discuss important things to consider when completing an application for a potential employer. (9.2.3)

Teacher Note: Be sure to include a well-written application, a poorly-written application, and an incomplete application with several mistakes for students to examine.

Individual Learning Activities

c. Using **Tips for Writing a Résumé** (p. 793), create your own résumé. Visit a computer lab and put your résumé on a word processing program. Print the résumé on bonded paper for a professional look. Update your résumé periodically throughout the year. (9.2.2)

d. **Family Involvement:** Share your information on résumés with your parent(s). Ask your parent(s) to write their own résumé or volunteer to help them write it, reviewing or explaining each part. Offer your parent(s) an opportunity to critique their own résumé using **Evaluating a Résumé** (p. 794). Then ask your parent(s) and your teacher to evaluate your résumé using **Evaluating a Résumé** (p. 794). Make changes based on their suggestions. (9.2.2)

e. Examine sample application forms used by several employers in your community. Circle words you do not know and define these words using **Words Used in the Hiring Process** (p. 795-797). (9.2.3)

> **Teacher Note:** Contact a variety of employers in your community and ask for a sample copy of their job applications to use in your classroom. Ask if they would be willing to be a resource for your students and conduct mock interviews.

Competency 9.2: Apply communication skills to employment search *(continued)*

Group Learning Activities

f. Complete **Application Impressions** (p. 798). Share your responses with the class and predict some of the consequences of the statements for the employer and the potential employee. (9.2.3)

Processing Questions
- *How did you decide whether each statement was appropriate or not appropriate behavior for filling out an application for employment?*
- *How do you know what is inappropriate and appropriate behavior in these situations?*
- *Why should you consider your actions when filling out a job application?*
- *Will any of your actions have an impact on your future employment? Why or why not?*

g. Use classroom resources to describe the purpose of a cover letter and to identify the kinds of things to include in a cover letter. Read **Letters to an Employer** (p. 800) and describe the action you would take as an employer regarding each letter. (9.2.3)

Processing Questions
- *How would you react if you were an employer receiving these letters?*
- *What do each of these letters tell you about their writers?*
- *Which letter is most likely to help a person get a job? Least likely? Why?*

Individual Learning Activities

f. Use **Documents You May Need for Employment** (p.799) to collect documents that are important references when filling out job applications. Fill out an application using those reference papers. (9.2.3)

Action Project

g. Write a cover letter to an employer to send with the résumé you developed in a previous activity and a thank-you letter to follow up an employment interview. If possible, write your letters on a computer to make them look professional and to be able to make changes easily. Use **Letter Writing Checklist** (p. 801) to evaluate your letters. Make changes as needed. Working with your teacher, identify a potential employer in the community and arrange to meet with that employer. At the meeting, present your résumé, cover letter, and thank-you note, and ask for feedback on their effectiveness. Decide whether or not to make further changes in your written communications for your job search. (9.2.4)

Learning Activities

Competency 9.3: Demonstrate interview skills

Group Learning Activities

FHA/ HERO

a. Invite industry personnel to present a simulation of appropriate and inappropriate interview dress, grooming and behavior. Following the presentation, work in pairs to create two scenarios: one demonstrating appropriate interview behavior and the second demonstrating inappropriate behavior. Role-play your scenarios and have your classmates identify appropriate and inappropriate behavior. (9.3.1, 9.3.3)

Processing Questions

- *Why do you think the speakers identified certain behaviors as inappropriate?*
- *Why is your behavior during an interview important?*
- *What are employers looking for during an interview? Why are they looking for those things?*

b. In pairs, make a list of interview questions you would ask if you were a potential employer. Compare your list to those on **Common Interview Questions** (p. 802). Take turns asking each other the questions, tape-recording your responses. Play back the tape recorder and evaluate your responses. Continue to practice and tape-record until you feel comfortable responding to the questions. (9.3.2)

c. Make a list of interview questions that are illegal or difficult to answer. Compare your list to those on **Handling Difficult or Illegal Interview Questions** (p. 803). Write potential answers to these questions that you would feel comfortable using in an interview. In pairs, create a skit using your ideas. Present your skit to the class and discuss the consequences of your responses for you and the interviewer. (9.3.4)

Unit 9: Employability

Competency Builders:

9.3.1 Demonstrate grooming appropriate to interview situation
9.3.2 Demonstrate question-and-answer techniques
9.3.3 Prepare for an interview
9.3.4 Prepare to respond to difficult or illegal interview questions

Individual Learning Activities

a. Using magazines and catalogs, cut out articles of clothing that you feel would make appropriate clothing choices for an interview with an employer. Include examples of clothes you would wear for the following interviews: (9.3.1)

(1) Fast food restaurant
(2) Secretarial position
(3) Auto mechanic
(4) Gas station attendant
(5) Sales
(6) Two other occupational areas you are interested in exploring

Processing Questions

- *Why do we as a society place a certain amount of importance on dress?*
- *How does what we wear affect others' perceptions of us?*
- *Why is your appearance at work important to your employer?*
- *When is dress a safety issue?*
- *How does what we wear affect a company's image?*
- *How does dress affect how we feel about ourselves?*

b. **Family Involvement:** Complete **Common Interview Questions** (p. 802). Practice answering the questions for your parent(s) at home. (9.3.2, 9.3.3)

c. Read **Handling Difficult or Illegal Interview Questions** (p. 803). Write sample questions that would be illegal and write responses to those questions you would feel comfortable using in an interview. Share your responses with your teacher and discuss whether or not they are appropriate for each potential difficult or illegal question. (9.3.4)

Processing Questions

- *Why do you suppose these questions are considered illegal?*
- *What would happen if you responded to illegal questions openly?*
- *How will you handle these illegal questions in an interview?*

Competency 9.3: Demonstrate interview skills *(continued)*

Group Learning Activities

FHA/HERO

d. Invite business representatives from the community and parents to serve as potential employers and judges in mock interviews. Use Star Event guidelines to prepare for the mock interviews and scoring sheets to provide feedback on your performance. (9.3.1, 9.3.2, 9.3.3, 9.3.4)

> **Teacher Note:** Design this activity so that one group of interviewers asks difficult or illegal questions and provides feedback for students about their response to those questions.

FHA/HERO

e. Develop a brochure about interview skills. Distribute the brochure to other students. (9.3.3)

Individual Learning Activities

Action Project

d. Read **Good Impressions Count!!! How Do You Stack Up?** (p. 804-805). With your teacher, role-play a typical interview and practice appropriate interview etiquette, behavior, and responses to questions. If possible, videotape the interview and evaluate your interview behavior. Identify an employer in the community who is willing to give you a mock interview. If possible, videotape or audiotape the interview and evaluate your behavior. Discuss your interview experiences and review your strengths and areas for improvement with your teacher. (9.3.2, 9.3.3, 9.3.4)

Action Project

e. When you find a good match between your needs, your skills, your support systems, and an available job, apply for the job. Complete an application, submit a cover letter and résumé, and make a contact with the employer. If possible, arrange for an interview. If you get the job, talk with your employer about why you were hired. If you do not get the job, reflect on what you will do differently when seeking a job in the future. (9.2.1, 9.2.2, 9.2.3, 9.2.4, 9.3.1, 9.3.2)

Competency 9.4: **Employ strategies designed to meet responsibilities as working parent(s)**

Learning Activities

Group Learning Activities

a. In small groups, identify concerns of working parents on large sheets of newsprint. Calculate the percentage of your classmates who have experienced each of these concerns on a personal level. Post the papers around the room and compare your lists of concerns with those listed below. If possible, compare your findings to national surveys of working parents. Explain how these concerns affect individual's roles as parents and employees. (9.4.1)

(1) Quality time with children and family
(2) Inaccurate societal perceptions (about certain types of parenting situations such as teen parenting or single parent families)
(3) Less personal time and space
(4) Changes anticipated when a parent starts a new job
(5) Intergenerational living and financial responsibilities
(6) Caring for a sick child
(7) Transportation problems
(8) Quality child care
(9) Sharing household tasks among family members
(10) Shared parenting

Processing Questions

- *Why should you be aware of these concerns?*
- *Which of these concerns are you most likely to face? Least likely to face? Why?*

> **Teacher Note:** When using the term *working parents,* it may be important to point out that since school is work, all teen parents who attend school are working parents.

Unit 9: Employability

Competency Builders:

9.4.1 Identify common concerns of married/single working parent(s)
9.4.2 Contrast the responsibilities and commitment to family life and work life
9.4.3 Solve practical problems associated with balancing work and family
9.4.4 Identify the impact on children of having working parent(s)
9.4.5 Develop daily and contingent child care plans

Individual Learning Activities

a. Interview full-time working parents (some married and some single parent families) to identify their concerns with balancing work and family. You may wish to tape record, videotape, or take notes during the interview. Compile your findings and compare them to your own concerns with balancing school, work, and family responsibilities. Note similarities and differences. (9.4.1)

Competency 9.4: Employ strategies designed to meet responsibilities as working parent(s) *(continued)*

Group Learning Activities

b. In small groups, choose one of the situations below and describe how you would handle that situation if you were an employer. (9.4.2)

   (1) An employee talks with his or her children's child care provider at least three times each day.
   (2) An employee refuses to work overtime due to "other commitments," and you need the employee's services.
   (3) An employee constantly arrives to work late because the child care provider is late arriving at his home in the mornings.
   (4) An employee calls home frequently to check on the baby.
   (5) An employee's boyfriend or girlfriend frequently calls during work hours to chat.
   (6) An employee frequently requests to leave work early to make a WIC or a doctor's appointment.
   (7) An employee comes to work several times with unusual or suspicious-looking bruises on her body.
   (8) The child care provider calls work to report that the child is sick, or needs food or diapers.

c. In small groups, choose one of the situations on **Balancing Work and Family Case Studies** (p. 807). Using the ideas presented on **Balance** (p. 808), devise a plan for balancing work and family responsibilities in that family. Include plans for sharing household responsibilities, sharing family time together, and coordinating schedules. Present your plan to the class and identify criteria for evaluating the management of family and career responsibilities, such as those listed below. (9.4.3)

   (1) Reflects individual, family, and work-related priorities
   (2) Reflects appropriate sharing of tasks, responsibilities, and performance standards
   (3) Uses appropriate strategies to coordinate career and family responsibilities
   (4) Ensures time for self, family, and work

Individual Learning Activities

b. Write a story about one of your personal experiences when work (or school) life affected family or when something in your family affected work (or school). Explain how your work and family roles are interconnected and compare your explanations to those given on **The Effects of Work on the Family** (p. 806). (9.4.2)

Processing Questions
- *How are work and family interconnected in your own life?*
- *What are the implications of this interconnectedness for you? Your family? Your workplace? Society?*

Action Project

c. Read **Balance** (p. 808). Identify a practical problem you are facing with regard to balancing work and family responsibilities. Use the practical problem-solving process to decide what to do about that problem. Develop a plan of action based on your decision. Implement the plan and keep a record of your actions and their consequences for you, your family, and others. Working with your teacher, evaluate your actions and make adjustments in your plan of action as needed. (9.4.3)

Processing Questions
- *Why does it help to use the practical problem-solving process when resolving balancing work and family problems?*
- *What alternative choices did you consider?*
- *Why did you select the alternative you did? Is it an ethical choice? Why or why not?*

Competency 9.4: Employ strategies designed to meet responsibilities as working parent(s) ***(continued)***

Group Learning Activities

d. In small groups, make a list of positive and negative consequences of having a job and not having a job for self, children, and families. Share your lists and compare the impact of working parents on families and society. Then read the statements below and determine which statements represent values that influence how our society feels about working parents. (9.4.4)

(1) Women are more committed to working because they must earn the income.
(2) If a woman works outside the home, she has to be less committed to work than her spouse is because she has the major family responsibilities.
(3) Both men and women are committed first and foremost to the family and work comes second.
(4) By being committed to work, you really are committed to family. After all, what are you working for if not for the family?
(5) A woman's place is in the home.

Processing Questions

- *How would your grandparents respond to these statements?*
- *What has influenced changes in how we view working mothers? Working fathers?*
- *What are your values with regard to working and parenting?*

Individual Learning Activities

d. Complete **What Should I Do About Going to Work?** (p. 809). (9.4.3)

Teacher Note: It may be helpful to insert several learning activities on seeking high-quality child care services and making contingency plans for when children are ill. Please see Unit 6, Competency 6.6 for these learning activities.

Competency 9.5: Develop time-management plans

Group Learning Activities

a. Complete **Willingness to Work on the Job** (p. 810). Share your responses with the class. In small groups, create scenarios to illustrate ways time is wasted at work and ways time is wasted at home or at school. Role-play your scenario for the class and compare ways in which time is wasted at work with the ways time is wasted at home or school. (9.5.2)

b. In small groups, use newsprint and markers and draw or write different things that contribute to wasted time. Share your newsprint with the class and compare it to the ideas listed below. Individually, choose two ways that you waste time and identify specific strategies for eliminating that wasted time. In pairs, share your ideas. (9.5.2)

(1) Interruptions, including the telephone
(2) Being disorganized
(3) Messy, cluttered work area
(4) Taking on too many responsibilities or not being able to say no
(5) Doing everything yourself instead of delegating some work
(6) Unclear goals, responsibilities or priorities
(7) Inability to make up your mind
(8) Leaving jobs half done
(9) Watching television

c. Use resources to define the word *respite*. As a class, make a list of ways in which teen parents might spend personal time to relax and renew themselves. Identify reasons why it is important to take this kind of time and ways in which it can be planned into your daily or weekly schedule. (9.5.3)

Processing Questions

- *Does taking time for yourself reduce your stress?*
- *How can you nurture yourself with time?*
- *How does giving yourself respite time increase your productivity?*
- *How does balancing your time make you a better worker and a better parent?*

Unit 9: Employability

Competency Builders:

9.5.1 Categorize time demands
9.5.2 Identify wasted time
9.5.3 Identify the value of scheduling personal respite time
9.5.4 Resolve time conflicts
9.5.5 Develop strategies for improving time management

Individual Learning Activities

a. Keep a record of how you spend your time for 24 hours. Note your best and worst times of the day in terms of your personal energy. Categorize your time spent into sleeping, eating, working, housework, child care, personal, and leisure. Complete **Time Pie** (p. 811) showing the percentage of your time spent in each category. Make sure that all your time is accounted for. (9.5.1)

b. Complete **My Thoughts About Using Time** (p. 812). Write or record a journal entry about your responses. (9.5.2)

Processing Questions

- *What do the statements mean to you?*
- *Do you use your time well? Why or why not?*
- *What is your time worth to you?*
- *How does wasting time affect your lifestyle?*
- *How does wasting time affect yourself, your child, your family? How might wasting time affect your job?*
- *How can you identify where you waste your time?*
- *How does wasting time on the job cost money for your employer?*
- *What affect does wasting time on the job have on your coworkers?*

Action Project

c. Create a collage showing things you do to spend time in personal relaxation and renewal. Write or record a journal entry about the importance of spending time in these activities. Make a weekly schedule including personal time for yourself. Follow the schedule and reflect on the benefits of the schedule for you, your family, and your work. Make adjustments in your schedule as needed and plan to use it on a regular basis. Discuss your progress with your teacher. (9.5.3)

Competency 9.5: Develop time-management plans *(continued)*

Group Learning Activities

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d. In small groups, create a list of examples of time conflicts and write one example on each of several index cards. Collect the cards, shuffle them, and choose a card from the stack. As a group, use the practical problem-solving process to resolve the time demands in ways that are best for self and others. (9.5.4)

Action Project

e. In small groups, read **Saving Steps Saves Time** (p. 813). Choose one of the activities below and create a similar time-saving plan for saving steps when doing that activity. Demonstrate your plan to the class and identify ways you have saved time and energy. As an Action Project, implement and evaluate your plan, noting the time you save. (9.5.5)

(1) Packing the diaper bag
(2) Changing the oil in the car
(3) Washing dishes/cleaning up the kitchen after a meal
(4) Doing homework
(5) Doing the laundry

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f. In small groups, make a list of tips for managing time. Select one tip or topic, such as those listed below, and use classroom resources to find out how to use that tip in saving time as a teen parent. Present your findings to the class in a presentation. Following the presentations, identify which tips you would be most likely to use on your job, at home, with your child, or in your relationships with others. (9.5.5)

(1) Managing the Morning Rush Hour (preparing for school and work)
(2) Sharing Household Responsibilities
(3) Eliminating Time Wasters
(4) Organizing Your Materials and Space
(5) Using To-Do Lists

Individual Learning Activities

d. Read the case study below and identify the time conflicts that the character in the case study is experiencing. Write or draw suggestions you have for helping Janelle. (9.5.4)

(1) Janelle has a two-year-old daughter. She goes to high school and works part-time at a drug store. She is falling behind in her school work because she cannot get her homework done in the evenings. Janelle comes home after work and likes to wind down by watching television for a little while. Then she puts her daughter to bed. When she gets around to doing her homework, the telephone rings and she feels it is important to spend some time talking to her friends. Janelle's mother complains that Janelle spends little time helping around the house.

Action Project

e. Complete **Planner** (p. 814). Each night for one week, plan your daily schedule for the next day, including the things you need to accomplish and prioritizing the list. Evaluate your progress in managing your time and achieving the things that are important to you. Adjust your daily schedule according to your evaluation. (9.5.5)

Processing Questions

- *Did you complete the plan every day? Why or why not?*
- *How might planning your daily schedule help you?*
- *What would happen if everyone planned a daily schedule?*

Action Project

f. **Family Involvement:** Read **Tips for Time Management** (p. 815) and design a time management plan for you and your family for one week. Implement the plan and interview family members to determine how successful the plan was in managing time. (9.5.5)

Competency 9.6: **Identify behaviors required to be successful in school and work**

Learning Activities

Group Learning Activities

a. At the top of a sheet of newsprint, write "Success on the Job." On a second sheet of newsprint, write "Success at School." In two groups, take turns describing what success means in first one and then the other setting. Use words or pictures to explain your ideas on the charts. As a class, compare the two charts and explain the similarities and differences. (9.6.1)

Processing Questions

- *What does success mean to you? To your child?*
- *How does your success at work influence your family? The community?*
- *How does your definition of success influence your behavior at school? On the job?*
- *What factors influence how you feel about yourself and your chances for success?*

FHA/ HERO

b. Invite a panel of employers to class to discuss the characteristics of successful employees. Following the presentation, identify a list of criteria of successful employees. (9.6.1, 9.6.2, 9.6.3)

Processing Questions

- *How does an individual employee's success impact the company?*
- *How do companies become successful?*
- *What should you do about developing the skills important to successful employees?*
- *What behaviors will help you be more successful in school and in work?*
- *What skills should you develop to meet the challenges you will face in school and at work?*

Unit 9: Employability

Competency Builders:

9.6.1 Identify strategies for success
9.6.2 Identify factors that influence one's image
9.6.3 Analyze the importance of punctuality, dependability, attendance, and productivity level
9.6.4 Use positive and negative feedback to develop scholastically and professionally
9.6.5 Practice teamwork skills
9.6.6 Demonstrate creativity
9.6.7 Demonstrate initiative
9.6.8 Demonstrate loyalty to others

Individual Learning Activities

a. Write or record a journal entry about a time in your life when you felt successful. Explain how you felt and what you did to achieve that feeling. Describe your definition of *success*. Answer each of the questions below as you reflect on what success means to you. (9.6.1)

(1) How do you identify success?
(2) How do you feel when you are successful at something?
(3) How can you be successful at school?
(4) How can success at school help you be successful at work?
(5) What do you need to do to be successful at work?

b. Complete **What Do Employers Want?** (p. 816-817) and **Important Features of the Workplace** (p. 818-820). (9.6.2, 9.6.3)

Competency 9.6: Identify behaviors required to be successful in school and work *(continued)*

Group Learning Activities

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c. As a class, list examples of positive feedback and constructive criticism. In small groups, ask one member of the group to present a piece of his or her work (a project, a collage, a poem or essay, or artwork). After the group member has explained the work, invite group members to provide positive feedback for three minutes. Then provide constructive feedback for three minutes. Then give the group member a time to respond to the positive and constructive feedback. After each person in the group has had a turn presenting work, discuss what it was like to receive positive and constructive feedback from others. (9.6.4)

Processing Questions

- *What reactions did you notice verbally and nonverbally?*
- *Which was most difficult to hear, positive feedback or constructive criticism?*
- *What might happen if the feedback was unconstructive and negative?*
- *How might a person respond if the constructive criticism is given before the positive feedback?*

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d. As a class, develop a definition of teamwork and identify behaviors that would help people be good team members. Take a field trip to a work site and identify examples of teamwork you see happening on the job site. (9.6.5)

Individual Learning Activities

c. **Family Involvement:** Interview or invite your parent(s) or, if possible, a group of parents to class for a seminar day. Discuss the work habits they have that contribute to success on the job. Develop questions to use during the interview or panel discussion, such as those listed below.

(1) What characteristics do your employers value?
(2) How have you evaluated your own work habits (or worker qualities)?
(3) How have you improved your work skills or relationships?

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d. Write a description of yourself. Ask someone you trust to be honest with you to write a description of you. Compare the two descriptions. Read **Employability: 20 Factors and How You Can Develop Them** (p. 821-822). Choose five of the factors that you believe represent your personal strengths. Then choose five that you would like to improve. Create a collage showing the skills you have or are developing that would make you a successful employee. (9.6.1, 9.6.2, 9.6.3)

Processing Questions

- *Is it important to be able to honestly assess your image, your behaviors, and your actions? Why or why not?*
- *How is the ability to assess yourself important to the concept of teamwork?*

Competency 9.6: Identify behaviors required to be successful in school and work *(continued)*

Group Learning Activities

FHA/ HERO

e. As an FHA/HERO chapter, identify a chapter activity related to employability. Plan and conduct that activity. Then evaluate your skills as team members in accomplishing your goals with regard to that activity. (9.6.5, 9.6.6, 9.6.7, 9.6.8)

Processing Questions

- *What teamwork skills did you use most frequently? Why?*
- *What teamwork skills would you like to improve? Why?*
- *How do the teamwork skills you used in this activity compare with those you might use in a career?*
- *How do you respond if others on your team do not like your ideas?*

FHA/ HERO

f. Use classroom resources to define the words, *creativity*, *initiative*, and *loyalty*. Design a bulletin board for the classroom that shows these three words and describes their meaning in words and pictures. Take photographs, display samples of chapter members' work, or create vignettes of chapter members' behavior that illustrate these characteristics. Add to the bulletin board over time, periodically reflecting on the meaning of these characteristics and their importance to the success of your FHA/ HERO chapter as well as to work and family roles. Take photos of your bulletin board to include in your Chapter notebook.

Processing Questions

- *How can creativity, initiative, and loyalty to others affect being successful in school and in work?*
- *How can you be successful at school or work if you do not have creativity, initiative, or loyalty?*
- *How do creativity, initiative and loyalty build a better school, family, and community?*
- *What are ways to evaluate your own creativity, initiative, and loyalty to school or work?*

Individual Learning Activities

e. Complete **How Do You Handle Criticism?** (p. 823). For one week, record criticism and corrections given to you by teachers. Create a dialogue on comparable criticism one might receive in the workplace (for instance, tardy to school and late to work). Write about what an employer would say and record your thoughts and responses. (9.6.4)

Processing Questions

- *How does criticism become an important part of job evaluation?*
- *What are different ways to look at criticism?*
- *How does criticism affect the way you feel about your job?*
- *When an employer criticizes you, what is his/her intent?*
- *How do your peers criticize you?*
- *Can criticism from your friends make you a better person?*
- *What are ways to handle criticism?*
- *What would be a healthy way to deal with criticism?*

Action Project

f. For one week, behave as if school was your job. Create criteria for evaluating your success at school, such as those listed below. Log your appearance, attendance, promptness, and other job habits. Rate yourself on these criteria on a daily basis. At the end of each day, determine how you might improve the next day. At the end of the week, assess your likelihood of job success. Did your rating change from the first day to the last day? How can self-evaluation help you as a student at school? As a worker? As a family member? (9.6.3, 9.6.5, 9.6.6, 9.6.7, 9.6.8)

(1) Meeting homework or class project deadlines
(2) Participating in class
(3) Being a good team player
(4) Using good grooming habits
(5) Attending all classes
(6) Achieving grades that reflect your ability and aptitude

Action Projects

1. Outline the job-search process and create a job-search plan. Establish a time line and identify dates by which you wish to complete each part of the plan. List types of companies in which you are interested and location of various job leads. Designate the points in the job search process at which it is appropriate to write a letter. Share your job-search plan with several adults who can critique your work, such as a parent, teacher, guidance counselor, career education coordinator, or employer. Make changes based on their feedback. (9.1)

2. Write a résumé, a cover letter to an employer to send with the résumé, and a thank-you letter to follow up an employment interview. Evaluate your letters and your résumé using criteria checklists. Make changes as needed. Working with your teacher, identify a potential employer in the community and arrange to meet with that employer. At the meeting, present your résumé, cover letter, and thank-you note, and ask for feedback on their effectiveness. Decide whether or not to make further changes in your written communications for your job search. (9.2.4)

3. With your teacher, role-play a typical interview and practice appropriate interview etiquette, behavior, and responses to questions. If possible, videotape the interview and evaluate your interview behavior. Identify an employer in the community who is willing to give you a mock interview. If possible, videotape or audiotape the interview and evaluate your behavior. Discuss your interview experiences and review your strengths and areas for improvement with your teacher. (9.3.2, 9.3.3, 9.3.4)

4. When you find a good match between your needs, your skills, your support systems, and an available job, apply for the job. Complete an application, submit a cover letter and résumé, and make a contact with the employer. If possible, arrange for an interview. If you get the job, talk with your employer about why you were hired. If you do not get the job, reflect on what you will do differently when seeking a job in the future. (9.2)

5. Identify a practical problem you are facing with regard to balancing work and family responsibilities. Use the practical problem-solving process to decide what to do about that problem. Develop a plan of action based on your decision. Implement the plan and keep a record of your actions and their consequences for you, your family, and others. Working with your teacher, evaluate your actions and make adjustments in your plan of action as needed. (9.4.3)

6. Create a collage showing things you do to spend time in personal relaxation and renewal. Write or record a journal entry about the importance of spending time in these activities. Make a weekly schedule including personal time for yourself. Follow the schedule and reflect on the benefits of the schedule for you, your family, and your work. Make adjustments in your schedule as needed and plan to use it on a regular basis. Discuss your progress with your teacher. (9.5.3)

Action Projects *(continued)*

7. Each night for one week, plan your daily schedule for the next day, including the things you need to accomplish and prioritizing the list. Evaluate your progress in managing your time and achieving the things that are important to you. Adjust your daily schedule according to your evaluation. (9.5.5)

8. Design a time management plan for you and your family for one week. Implement the plan and interview family members to determine how successful the plan was in managing time. (9.5)

9. Choose a daily task you do on a regular basis such as packing the diaper bag, cleaning the house, doing homework, or doing laundry, and create a time management plan for saving steps when doing that activity. Implement and evaluate your plan, noting the time you save. (9.5.5)

10. For one week, behave as if school was your job. Create criteria for evaluating your success at school. Log your appearance, attendance, promptness, and other job habits. Rate yourself on these criteria on a daily basis. At the end of each day, determine how you might improve the next day. At the end of the week, assess your likelihood of job success. (9.6)

Should I Work?

If You Are a Female
Your Work is Important Because...

- Whether or not you marry or have children, you probably will be working for pay outside the home for at least three decades.

- You may be the sole financial support for your family or contribute significantly to the family's income. Today, two-thirds of all marriages end in either divorce or separation. Most female single parents bear the brunt of the financial responsibilities for themselves and their children.

- Unless you prepare for the paid work force by selecting and obtaining the necessary education and training, you are more likely than a man to be limited to low-paying, uninteresting jobs that provide little opportunity for economic self-sufficiency or advancement.

- If you secure a nontraditional job, you may earn 20 to 30 percent more than women in traditional occupations. These occupations also offer better benefits, higher status, and more chances for advancement.

- You will lose $1,900 in lifetime wages for every hour you don't spend studying math. By the year 2000, almost all higher paying jobs will require a background in math and science.

Adapted from *Equity Update: Vocational Equity Single Parent/Displaced Homemaker Newsletter*. June 1994.

Influences on Work

If You Are a Male You Should Be Aware That...

- If you marry, it's almost certain that you will have a wife who works for pay outside the home for most of your married life. There is also a significant possibility that your wife will earn more than you.
- You are likely to share responsibilities in the home for childrearing, cooking, cleaning, and developing and maintaining healthy relationships.
- There is a strong probability that you will work under a woman's authority.
- Because today's men are beginning to realize they have options and no longer have to be the sole breadwinners of the family, you may find more time to explore other interests and have more career flexibility.

Adapted from *Equity Update: Vocational Equity/Single Parent/Displaced Homemaker Newsletter*. June 1994.

Employment Realities

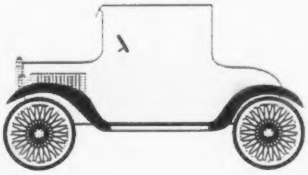
Assumption	Reality
ASSUMPTION: A job is simply something you do for money.	**REALITY:** If you think this way, you may grab the first job that comes along. If you can find significance in the work that you do, it will enhance the rest of your life.
ASSUMPTION: When I'm ready to work, I'll just go out and get an unskilled job. That's all I'll ever need.	**REALITY:** Unskilled jobs may not always be plentiful. More and more employers are requiring definite skills and training from their employees. Also, unskilled jobs pay low wages.
ASSUMPTION: My job will be only one small part of my life. My baby is more important.	**REALITY:** Most adults spend 85% to 100% of their waking hours in performance of their jobs, in thought about their jobs, or in matters related to their jobs. Your job affects most other facets of your life. Since you are a teen parent, it is important to be aware of career possibilities and choices. Most of your peers are involved in career planning at this stage of their lives. If you are female, you are likely to be the sole support of your child for several years. Become aware of and consider the wages of various occupations as well as the academic and skill requirements before selecting an area to pursue.
ASSUMPTION: I'll pick a job and will most likely perform that work in some capacity for the rest of my life.	**REALITY:** The current trend is that most workers will change jobs at least 5 times during their work life. In order to be employable, you should develop skills that can be applied to many work situations as well as be prepared to continue to learn new skills throughout your work life.
ASSUMPTION: I'm not always going around worrying about losing my job. It will probably never happen; and if it does, I'll cross that bridge when I come to it.	**REALITY:** In the new economy, jobs will come and go. You should become *proactive*. That means to always be looking ahead at trends in the world and the economy, which will affect your job and your life. This may mean retraining to develop new skills or to improve skills you already have.
ASSUMPTION: My objective in job hunting is to find a job – any job!	**REALITY:** The objective is to land an acceptable job that falls in your area of interest and ability. You need to know yourself and your skills well. Finding the right job requires careful planning and effort. It is not a matter of luck!

Employment Realities *(continued)*

Assumption	Reality
ASSUMPTION: My employment goals do not have to be clear before I begin job hunting; the employer will tell me where I fit into the company.	**REALITY:** You need to be very clear on your goals, interests, and direction before you interview. Employers are most impressed by applicants who know exactly what jobs they are qualified for and who pursue these jobs aggressively.
ASSUMPTION: I should begin my job search by locating promising vacancies and pursuing them.	**REALITY:** Until you match your skills with jobs you hold an interest in, you'll waste your time choosing jobs you may not be qualified for.
ASSUMPTION: I'll get all my job leads by reading the want ads.	**REALITY:** Want ads are one source for learning about job vacancies, but competition for these jobs is very fierce. Many jobs are not listed in these ads. In fact, only 70% of all vacant positions are released to the general public. Other sources of information are usually more profitable, especially personal networking and contacts.
ASSUMPTION: Résumés are important, but not that important.	**REALITY:** Résumés are your prime tool for attracting an employer's attention. Therefore, they must be carefully written, and be appealing to the eye.
ASSUMPTION: Anyone who knows me would make a good reference.	**REALITY:** References can make a difference between getting a job offer or not. Select your references carefully. They should be able to communicate well on paper and on the phone.
ASSUMPTION: When I contact a potential employer about a vacancy, I can expect to receive a reply within a reasonable time.	**REALITY:** Some employers contacted about employment will not respond at all. Others take several weeks or months. You can expect to hear "no" more often than "yes."
ASSUMPTION: You need actual paid work experience to get hired.	**REALITY:** What you need are skills from life, educational, and volunteer experiences as well as work experience. Your history in high school is also very important. Employers will inquire about attitude and attendance. You need to be able to talk about your skills and give examples.
ASSUMPTION: There are no good jobs out there.	**REALITY:** There are always jobs – even in bad economic times. The problem is finding them or creating them. Probably as many as 85% of all jobs are never advertised.

Uncover Your Faulty Ideas and Travel the Road to Your Dreams

Definition: Assumption - Your internal image or ideas of how the world works. Assumptions determine how you act and the choices you make.



Example: It used to be assumed that the world was flat.

Question: How did this assumption affect behavior?

____

____

____

Activity: Working with your teacher, develop a list of assumptions that affect people's behavior with regard to finding a job. Write your list on the back of this page.

Question: How might your assumptions affect your behavior and your involvement in the world of work?

____

____

____

Information on Job-Search Methods

"Cold Calls"

This technique involves visiting employers to see if there are openings. A person using this method of finding a job needs high motivation and good interpersonal skills. Sometimes talking directly to the person who makes the hiring decision rather than the personnel office produces better results. Before calling on small companies, it is a good idea to call or write ahead of time; they may not appreciate interruption. Letters followed by phone calls can be effective for small and medium-sized businesses. Advantages of cold calls are that some jobs are not listed anywhere else, the opening may be new, and you may be in the right place at the right time. Disadvantages include the time involved and the high rejection rate.

"Newspaper Ads"

You should know that placing want ads in the paper is frequently a last resort for employers. Advantages of classified ads are that they list specific openings and have frequent new listings. Disadvantages are that the jobs are often undesirable, hard-to-fill, or have a high turnover rate; positions are often at the high and low ends of the skill/ experience spectrum—few in the middle; there is little information about the job or employer; there is intense competition; and ads list a small proportion of available jobs.

"Job Search Agencies"

Public employment services are funded by the federal government and administered by states. They are widely viewed as ineffective, primarily offering low-paying, low-status jobs. Their main advantage is that there is no cost to the client or employer. Disadvantages are that they are usually looking for unskilled or casual labor; there are fewer occupations offered than listed in want ads; and they offer limited opportunities.

"Temporary Agencies"

Temporary agencies will, for a fee, try to match employers and employees. Depending on the agency and the position offered, the fee may be paid entirely by the employer or by the employee, or they may split it. Some agencies specialize in a particular field such as clerical workers or sales people. Private agencies tend to be more successful with experienced people with sharply defined skills, good work histories, and employment in a single field. Advantages are that they offer a chance for employer and prospective employee to explore the possibility of a permanent relationship and they may list positions not offered elsewhere. The main disadvantage is the fee. Another disadvantage is that some agencies require employers to agree to not hire the "temp" away from the agency. This leaves the worker in a low-paying temporary job for an extended period.

Source: J. Wagner, (1992). Job search methods. ERIC Clearinghouse on Adult, Career, and Vocational Education. No. 121.

Job-Search Methods

Examine the percentage of job seekers using each method. Compare with those job seekers who are successful in the use of each method. Decide on the three best job-search methods to find the job you want.

Job-Search Method Used	% Used	% Successful
Contacted Employers	82.2	36.3
Asked Friends, Relatives	65.0	47.2
Answered Want Ads	47.5	34.9
Asked Other Workers	33.1	9.9
Consulted Job Service	27.6	20.3
Visited Private Agency	14.5	38.6
Used School Placement Office	10.9	27.5
Contacted Labor Unions	6.2	22.5
Became Involved in Community Organizations	1.6	21.9
Cold Calls	% not available	
Employment Agencies	% not available	

Job-Search Methods Appropriate for My Career Interests Are:

Reasons I Have Selected These Methods:

Work-Life Scenarios

Many changes are occurring in business and industry that will have an effect on your life either directly or indirectly. Businesses try to remain profitable and healthy by positioning themselves to take advantage of future consumer wants and needs. They do this by forecasting. As you begin looking for a job, or consider your working future, you too can look at trends and forecast what might happen. The future of jobs is the subject of much debate.

Cut out the following work-life scenarios and glue them on separate index cards. Read each scenario. On the back of the card, explain how you believe your work life will be affected by this trend.

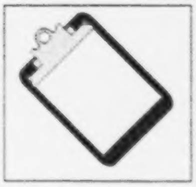
Work Lifetime

Most people can no longer plan on spending their entire working lives with one employer. Individuals will change jobs several times during their lives. Companies have been "downsizing"–laying off long-term employees and asking for early retirement of others. Once this trend levels off, experts are not expecting companies to hire large numbers of permanent employees. Instead, companies are probably going to depend on a smaller core of permanent employees supplemented by temporary help as well as "outsourcing" (buying goods and services from smaller companies).

Education and Training

Even though jobs requiring a college degree are growing, a college education doesn't always guarantee you'll find a good job. Since the number of college graduates looking for jobs is large, those who have experiences like cooperative education or internships will be more likely to be hired. Even though college education doesn't guarantee a good job, more schooling is still linked with higher earnings, especially if it is combined with work experience. Education and training pay off once you get a job!

Work-Life Scenarios *(continued)*



Factories
Even though there are fewer jobs in factories than in the past, these jobs will not disappear. New manufacturing jobs may be created that require different types of skills and possibly pay less. For example, large companies may close some factories to cut costs, but reopen them with new roles for workers and management. Workers may make less pay in these "restructured" factories, but the company stays healthy and able to keep the manufacturing plant open.

Technology
Technology in the workplace has resulted in the loss of many low-level jobs. Also, those who seek employment must have high levels of skill in using technology in order to be hired. Once on the job, workers must also be prepared to continue to update their skills as technology improves and changes.

Job Growth
Despite some economic factors, the United States is still creating about two million new jobs every year. Growth is expected in jobs in the service industry, as well as health services and business services. Even in areas such as manufacturing, which are expected to have less growth in jobs, there are specific areas, such as the construction industry, that will continue to grow. Those seeking jobs should continue to watch trends and develop a wide variety of skills to anticipate available job opportunities.

Know Your Benefits

Employee benefits are an important reason people work. Here are some categories of benefits. Use resources or interview employees or employers to learn about the benefits unfamiliar to you.

Mandatory Protection Programs

1. Social Security (FICA, or Federal Insurance Contribution Act of 1935)
    a. Retirement income
    b. Disability income
    c. Health care
    d. Survivor benefits
2. Workers' Compensation
3. Unemployment Compensation

Pay for Time Not Worked

1. Civic Obligations
    a. Jury duty
    b. Election day
    c. Military duty
2. Bereavement Leave
3. Holidays
4. Vacation
5. Sick Leave
6. Personal Days
7. Family Leave
    a. Child-related leave
    b. Elder parent leave
    c. Dependent leave
    d. Adoption leave
    e. Child-illness leave
8. Medical Leave

Optional Protection Programs

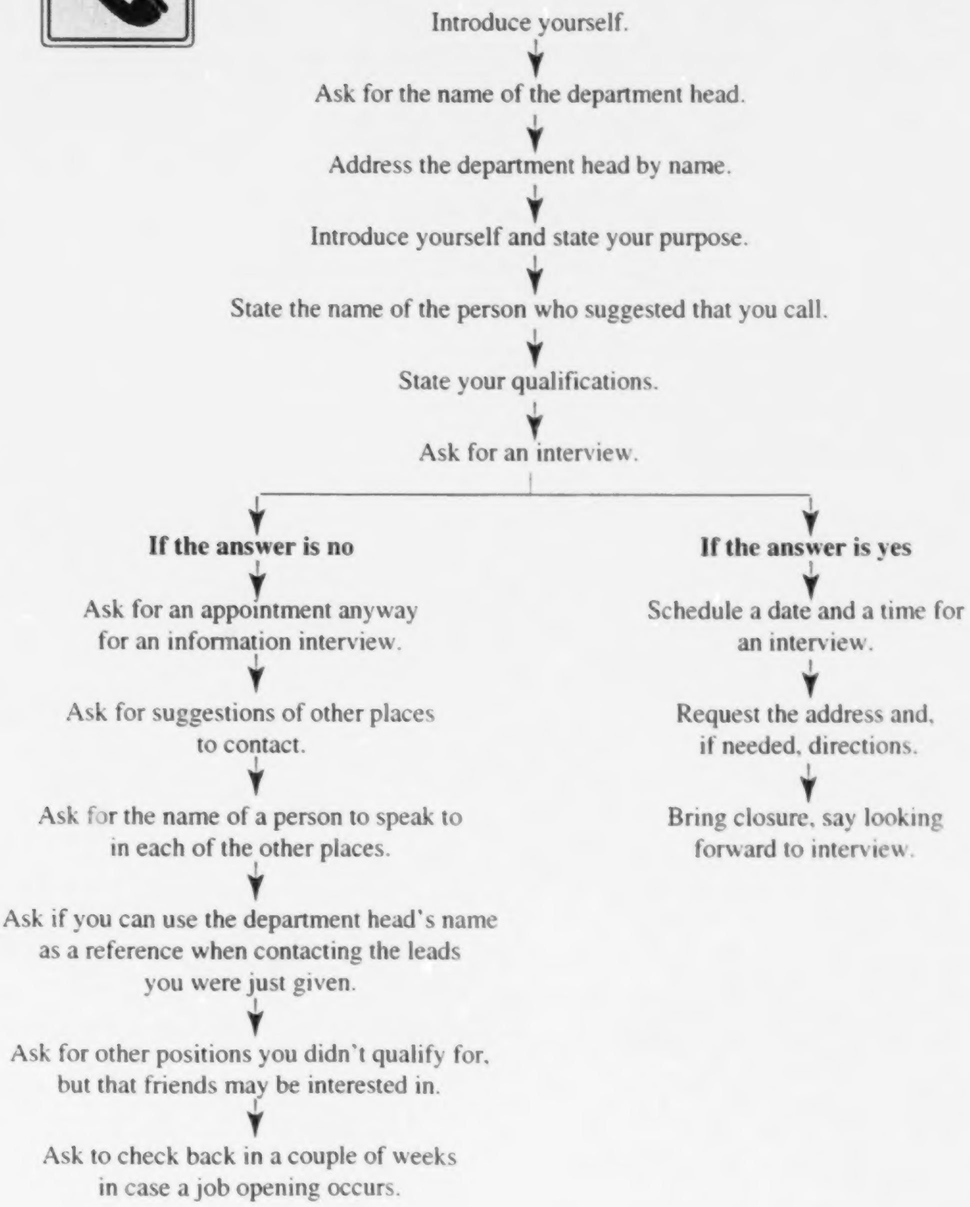
1. Medical Insurance, which may include dental, health, vision, prescription
2. Life and Disability Insurance
3. Private Retirement/Pension Plans

Miscellaneous Benefits

1. Exercise or recreational facilities
2. Educational assistance
3. On-site child care
4. Elder care
5. Legal counseling
6. Financial counseling
7. Employee assistance programs
8. Flexible spending accounts (opportunities to put pre-tax dollars in funds for child care, elder care and/or medical expenses not paid by insurance)

Private Retirement Plans

Telephone Call Flowchart



Introduce yourself.

↓

Ask for the name of the department head.

↓

Address the department head by name.

↓

Introduce yourself and state your purpose.

↓

State the name of the person who suggested that you call.

↓

State your qualifications.

↓

Ask for an interview.

If the answer is no

↓

Ask for an appointment anyway for an information interview.

↓

Ask for suggestions of other places to contact.

↓

Ask for the name of a person to speak to in each of the other places.

↓

Ask if you can use the department head's name as a reference when contacting the leads you were just given.

↓

Ask for other positions you didn't qualify for, but that friends may be interested in.

↓

Ask to check back in a couple of weeks in case a job opening occurs.

If the answer is yes

↓

Schedule a date and a time for an interview.

↓

Request the address and, if needed, directions.

↓

Bring closure, say looking forward to interview.

Making a Telephone Contact Assessment Rubric

Use the assessment rubric below to assess your performance on making a telephone contact.

Criteria	3 Excellent	2 Acceptable	1 Needs Improvement	Rating:
Preparation	• Eliminated opportunities for background noise • Researched employer, company, and position available • Made list of possible questions • Made list of possible answers • Had paper and pencil ready • Knew reason for calling	• Eliminated opportunities for background noise • Made list of possible questions • Had paper and pencil ready • Knew reason for calling	• Had paper and pencil ready • Knew reason for calling	_____ x 5
Communication	• Spoke with audible, clear, and varied tone • Spoke with confidence • Explained intent clearly	• Was audible and clear • Appeared somewhat confident	• Was barely audible • Was unclear	_____ x 5
Handling Questions	• Listened attentively • Responded knowledgeably • Matched responses to questions	• Listened attentively • Responded briefly	• Attended poorly to question • Was unable to respond to questions	_____ x 5
Content of Conversation	• Identified self • Clearly stated purpose for call • Used employer's name in the conversation more that two times • Restated appointment date and time • Used graceful closure, thanked employer for time	• Identified self • Clearly stated purpose for call • Used employer's name in the conversation at least two times • Thanked employer for time	• Identified self • Thanked employer for time	_____ x 5

Comments:

Total score: _________

Total possible score: 60

Making a Telephone Contact

Having good phone skills is important because it may be your first contact with the employer. You should be aware of making a good impression. It is also timesaving and an excellent way to follow job leads.

Everyone has used the telephone before, but there are certain things you should be aware of when using it for making calls for potential employment.

_____ 1. Be prepared. Make sure you know why you called.

_____ 2. Be specific. Talk with confidence regarding the position you are calling about.

_____ 3. Be smart. Don't attempt to obtain the job over the phone.

_____ 4. Be ready. Have paper and two pencils nearby to write down any information.

_____ 5. Be tactful. Don't be overbearing or pushy. Listen carefully.

_____ 6. Be careful. Do not oversell yourself. Your immediate goal is to get an interview.

_____ 7. Be confident. You must feel confident that you have something to offer the employer in terms of skill, attitude, and job motivation. Tell your employment position title, if you have one.

_____ 8. The sound of your voice is important. Talk in a normal tone. (Talking too loudly or too softly can turn the employer off).

_____ 9. Be aware of any background noise. Turn off the stereo, the radio, and the TV. Try to have children occupied.

_____ 10. Know the full name, the title, and the address of the person you are calling.

_____ 11. Wait and listen to an answer after asking a question. Learn to tolerate the silence before the person begins to answer the question.

_____ 12. If you must have a call returned, leave your phone number and a time when you are available to receive a call.

What's In a Résumé?

Every job seeker needs a résumé. It says you're serious about working and that you are proud of your accomplishments. A résumé also provides the information that the employer needs to have about you. It helps the employer as he or she tries to make a good match between employee and the job.

When doing your résumé, don't put down everything that comes to mind. Your whole life history doesn't need to be there. Employers like résumés that are short and to the point. Put the most important items in your résumé. Consider organizing your information into the following sections:

1. **Name, Address, Phone**
   Write who you are and how the employer can contact you. Be sure to list a phone number that someone will answer. Perhaps you could buy or borrow an answering machine.

2. **Career Goal and Job Objective**
   Give a description of your immediate and long-term goals and your reasons for wanting a certain job.

3. **Work Experience and Skills**
   Tell what full-time, part-time, and volunteer work you've done in the past. Include internships and cooperative education as well as professional experience. This section covers the skills you've used on the jobs, community activities, and volunteer experiences you've had. List anything that relates to the job. For instance, if a job requires driving, it can't hurt to mention that you have a driver's license. Special skills might include lifesaving, first aid, typing, or computer skills.

4. **Education and Training**
   Give details of what, when, and where you've studied. Include your grade point average if you want to. Such information will help the employer to start to know you.

5. **References**
   References are people who can tell employers about your skills, personality, and work habits. References may be listed with name, title, address, and phone number, or may be furnished upon request. References should include one person in each of these categories:

   - A teacher or counselor who is familiar with your educational achievements
   - A neighbor or family friend (don't give relatives as references) who can testify concerning your character
   - A supervisor or coworker from earlier work experience who is familiar with your capabilities

6. **Extracurricular Activities and Honors** (Optional)
   List community involvement, school organizations and activities, membership in honoraries and any honors or awards you've received.

7. **Interests and Hobbies** (Optional)
   If they apply to your career objectives, list any interests or hobbies you have.

Tips for Writing a Résumé

1. Limit the résumé length to one or two pages.

2. Use a consistent writing style. Use past tense for past activities and present tense for current activities. Do not use "I."

3. Avoid using slang.

4. Use simple words that convey exactly the meaning you intend.

5. Use action verbs.

6. Convey accomplishments and problem-solving skills, not duties or merely information. Demonstrate that you can do the work required for your job goal.

7. Be honest.

8. Make it perfect. Check for spelling, typographical errors, and poor grammar. Ask someone to proofread it. Use a good photocopier to duplicate it, or have it printed.

9. State information positively.

10. Do NOT include personal information such as birth date, weight, height, marital status, Social Security number, religious affiliation, political memberships, or salary expectations.

11. Include a cover letter when sending the résumé.

12. Balance your résumé on the page.

13. List most recent experiences first within each category.

14. Include volunteer work if your volunteer experiences apply to the job you are seeking.

15. Be consistent in format and in the use of punctuation, capitalization, and spacing. Type the résumé, making margins at least 1 1/4 to 1 1/2 inches at the top, bottom, and both sides of the paper. A little extra margin at the bottom is visually more appealing than is the same size margin all around the page. Double-space between sections.

Evaluating A Résumé

Use this form to evaluate a résumé by placing a check mark in the appropriate column for each statement.

	Excellent	Good	Poor
Appearance and Format			
1. The overall appearance is neat and businesslike.			
2. The typing is sharp and clean.			
3. The paper is of high quality.			
4. The paper is spotless and free of wrinkles.			
5. The use of "white space" enhances the résumé's appearance.			
6. A consistent outline format is used.			
Content			
7. Content emphasizes results, significant achievements, and problem-solving skills.			
8. The most qualifying experiences are emphasized.			
9. Information on education is complete.			
10. Honors and awards reflect ability.			
11. Poor or controversial activities or associations are avoided.			
12. Reasons for leaving employment are not given.			
13. Information is factual.			
14. The strongest qualifying experiences are described first under each heading, followed by the next strongest, and so on.			
15. The content supports the job objective or career statement.			
Writing Style			
16. Short sentences and short paragraphs are used.			
17. Most sentences start with an action verb.			
18. Personal pronouns are not used.			
19. Present tense is used for current activities.			
20. Past tense is used for previous experiences.			
21. Information is concise and pertinent.			

Words Used in the Hiring Process

Here are some words that you may see on an application form. You need to know what they mean, so you can fill out an application form correctly.

1. Academic rank:	Refers to how well you did in school. Three ways to assess your academic rating: a. Class rank: Where you ranked out of a class of 100 b. Grade point average: usually a 4.0 scale, with 4.0=A, 3.0=B, 2.0=C, and 1.0=D c. Average grade: stated as A's, B's, C's, and D's or as 95 percent, 85 percent, 75 percent, and 65 percent
2. Accurate:	Free from errors, with exact dates, names, and addresses
3. Approximate:	Not exact, but close; round off to the nearest . . .
4. Birthplace:	The town in which you were born
5. Bonded:	Covered by an insurance bond that guarantees that if the employee is robbed while handling company money or goods, those goods and money can be recovered without holding the employee responsible
6. Capacity:	Refers to a position or job (Example: In what capacity were you employed?)
7. Chronic ailments:	Illnesses that are lasting (Examples: ulcers, bad back, anemia)
8. Citizen:	Usually used in reference to the country in which you were born
9. Convicted:	Found guilty of a crime by a judge in a court of law
10. Crime:	An act that is forbidden by law
11. Dependent:	A person for whom you provide 51 percent support
12. Describe:	An account of what you did
13. Discharged:	Fired, let go, terminated
14. Exclude or excluding:	Do not count; not including
15. Felony:	A serious crime, more serious than a misdemeanor
16. Final wage rate:	What were you being paid when you left a job?
17. Former job or supervisor:	Where you used to work; who used to be your supervisor
18. Goals:	What you want to achieve

Words Used in the Hiring Process *(continued)*

19. Graduate:	To finish some type of schooling successfully
20. Hobby:	A pursuit or pastime; something you do when not working e.g., gardening, wood working
21. Immediate supervisor:	The person you answer to while on the job
22. Impression:	Your thoughts about something or someone
23. Initial wage rate:	Amount of money you earned at the beginning of a job; your starting wage
24. Interests:	What do you like; what are you interested in
25. Legible:	Print clearly, so that it is easily read
26. Minimum salary:	Lowest amount of salary you will accept
27. Minor:	Person who has not attained the age at which full civil rights are accorded, which is 18 years of age
28. Misdemeanor:	Minor offenses against the law
29. Naturalization:	A process that allows a person who has lived in this country for a specified amount of time to have identification and legal documents that allows him or her to work
30. Occupation:	The kind of work you do
31. Occupational injury:	An injury that happened while on the job
32. Particulars:	Details, or further explanation
33. Permanent address:	Where you live
34. Personal:	Things about yourself
35. Personnel:	Usually a department in a company whose main responsibility is hiring and firing employees; sometimes refers to all the people who work for a company
36. Physical condition	State of health
37. Physical defects:	A serious ailment or disability
38. Physical limitations:	Conditions that restrict your performance on the job (Example: You aren't able to lift over ten pounds due to a bad back)
39. Preferred work:	Type of job you would choose

Words Used in the Hiring Process *(continued)*

40. Previous:	Former; what happened before (Example: "list all previous employers.")
41. Principal:	Primary, chief, or main (Example: "What were your principal duties?")
42. Reference source:	A person who will give testimony about you and/or your work
43. Skill:	Training you have received to be able to do a job
44. S. S. #:	Abbreviation for "Social Security number"
45. Spouse:	Your husband or wife
46. Title:	The name that is given to a type of work or a position held in a company or organization (Examples: cashier, clerk, waitress)
47. Workers' compensation:	Insurance that is paid to a person who is injured on the job, usually consisting of part or all of your salary

Application Impressions

Mark each statement with a T (True) or an F (False). Write in corrections for those you note as false.

___ 1. Your appearance is not important if you are just stopping by a place of business to pick up an application.

___ 2. If you have forgotten your own pen, it's okay to borrow one from the employer.

— 3. When you fill out an application, it is an opportunity for you to sell yourself.

— 4. A correctly completed and neat application will show the employer that you care about your work.

___ 5. Employers will usually study several applications before they schedule interviews.

___ 6. You should fill out application forms as quickly as you can. Do not keep the person waiting.

___ 7. It is not necessary to read through an application. They are all basically the same anyway.

___ 8. It is important to include ZIP codes with all addresses, and area codes with all phone numbers.

___ 9. If you make a mistake filling out your application, scratch it out.

___10. Have your Social Security card with you when you fill out an application or have your Social Security number memorized.

___11. When given an application to complete, the first thing you do is write your name on the form.

___12. Birthplace means the hospital in which you were born.

___13. When asked what kind of work you will take, you should write "anything."

Documents You May Need for Employment

You May Need	When Needed	How & Where to Get It	Issued By
Social Security Card	Before you apply for a job	Apply at your local Social Security Office	U. S. Social Security Card Administration (main office)
Birth Certificate	If required by an employer to prove age	Contact Health Department of county where you were born or Vital Statistics of your state department of health	Health department of the county where you were born, or Vital Statistics of your state department of health
Work Permit (age certificate)	If you're under 18; if you're under 16, you need a job offer first (ages can vary by state)	Inquire in your principal's office	In Ohio, through the public schools; can vary by state
Driver's License	If your job includes driving	If you're 16 or over in Ohio, apply at your local driver's license office (age can vary by state)	In Ohio, Department of Highway and Motor Vehicles, Driver's License Division; can vary by state
High School Transcript	If required by an employer	Obtain a copy from the high school from which you graduated or at the school board office in the county where you graduated	Your school or school district
Certificate of High School Equivalence	If required by an employer	Call your school board office to find out how to take the General Educational Development (GED) test	High schools, vocational or technical schools, community colleges
Training Certificate or Career Passport	If required for the job	Receive one when you complete a training course (for example, training to be a dental assistant)	Sponsor of training program (for example, your school)
Occupational License	If required to practice your occupation (for example, as a barber or a practical nurse)	Receive one when you meet the state requirements for your occupation	The licensing board for your occupation, usually through your state
Union Card	Depends on job; employer will tell you if you need to be a member; you may need to show proof that you're a member or that you've paid your dues	Receive one when you join a union	Union you join
Student Identification Card (student ID)	If required to prove school where you are a student	Ask in your school's office	Your school

Letters to an Employer

Analyze the letters below. Determine the positive and negative effects of each letter.

Dear Joe

I hear you got a job open down at your plant. I think you should hire me. You know I would do a good job for you. After all, I helped fix your car, so I can repair most things. I will talk to you about the job sometime next week.

Tom

My address
My town, State
Date

Dear Personnel Director:

I am interested in application for a job in the machine shop with your co. I took a course at the JVS in machines and metal work. I also have some experience in gas and arc-welding.

I would appreciate an interview and can be reached at 278-8007 and hope to hear from you soon.

Sincerely
Tom Jones

My address
My town, State 00003
Date

Ms. Grimm
XYZ Company
220 High Street
Morse, Ohio 00021

Dear Ms. Grimm:

I am interested in applying for a position in the machine shop at XYZ company. Enclosed is my resume which highlights my experiences. Having worked for Dresser Industries for two years as a gas and arc-welder, I feel I have a solid background of experiences. I have also completed the machine trades course at Jennings Joint Vocational School. I am aware that you are expanding your machine shop, and hope that I can help contribute to the expansion.

I would appreciate the opportunity to arrange an appointment with you to discuss my qualifications. I look forward to hearing from you soon. Thank you very much for your consideration.

Sincerely,

Tom Jones
312-493-3276

Letter Writing Checklist

Place a check mark in front of each descriptor that applies to your letter.

The letter includes . . .

_____ My complete address
_____ The date
_____ The employer's name
_____ The company's name and address
_____ A greeting addressed to a specific person
_____ The letter's purpose
_____ An explanation supporting the purpose
_____ A request for action
_____ A closing
_____ Your signature
_____ Your complete name
_____ Your phone number

The letter is . . .

_____ Clear
_____ Concise
_____ Well-organized
_____ Friendly
_____ Courteous
_____ Factual
_____ Personal

The format uses . . .

_____ White 8 1/2 by 11 inch paper
_____ Typed on typewriter or word processor
_____ Correct spelling
_____ Correct grammar
_____ Accepted format
_____ Action words

Common Interview Questions

On a separate sheet of paper, write your responses to these questions based on how you would answer them in an interview.

1. Tell me about yourself.
2. What is your major strength? Your major weakness?
3. Why do you want to work for this company?
4. What do you like to do in your leisure time?
5. What are your long-range goals for five to ten years from now?
6. Why should I hire you?
7. What are your special skills or abilities?
8. What are two of your most important achievements? Failures?
9. Why are you interested in this job?
10. What jobs have you enjoyed most? Least?
11. When are you available for work?
12. What was you last employer's opinion of you?
13. What kind of machines or equipment can you operate?
14. How well do you perform under pressure?
15. What kind of people do you like to work with?
16. What characteristics or qualifications do you have that will make you successful in this field?
17. Do you prefer working with others or alone? Why?
18. What are your future plans?

Challenging Questions

1. Why did you leave your last job?
2. Why have you held so many jobs?
3. How much do you expect to be paid?
4. Why do you have this gap in your job history?
5. How do you feel about overtime, odd hours, or extra duties?
6. How do you handle criticism?

Problem Solving Questions

1. What would you do if a coworker asked you to do something on the job that you knew was against company policy?
2. What would you do if your work projects piled up so far that you wouldn't be able to meet key deadlines?
3. What would you do if asked to work on a project with a coworker whom you did not get along with well?

Handling Difficult or Illegal Interview Questions

Employers are breaking a federal law (and often a state law as well) by asking any questions directly or indirectly relating to certain aspects of your background. According to the Equal Employment Opportunity Commission and the Office of Civil Rights of the Department of Education, employers cannot ask you about:

- Religion
- Race or color
- National origin or foreign citizenship
- Age
- Sex
- Height and weight
- Marital or family status or spouse's profession
- Pregnancy status or childbearing plans
- Number and ages of children or day-care provisions
- Social or living arrangements
- Disabilities
- Criminal record including arrests
- Financial affairs
- Academic degrees if not required for the position
- Military service discharge information
- Social activities as related to social clubs, religious groups, or other non-job related organizations

If you are asked one of these questions, try to:

1. Evaluate what the interviewer is trying to learn about you as a potential employee. Then phrase your response to address that concern. For example, if the interviewer asks, "Do you plan to marry?" the underlying concern may be whether you will leave the job if your marital status changes. You might respond by failing to answer the question, but addressing the concern. "Any changes I choose to make in my marital status will not affect my job performance or career objectives."

2. Not to jump to conclusions. The interviewer might be asking a question out of mere interest or to make polite conversation. Also, the interviewer may be unaware of laws covering employment inquiries. Your carefully worded answer may remind the interviewer of the inappropriateness of the question. It is also possible that the interviewer is deliberately testing your ability to be assertive and to answer questions under pressure.

3. Not to confront the employer during the interview. Refusing to answer, overreacting, or complaining may reinforce the interviewer's prejudices and keep you from getting the job. If you wish to take legal action, don't threaten it until you are informed you have not received the position.

Good Impressions Count!!!

How Do You Stack Up?

When preparing for an interview, consider the following points.

Be Prepared!

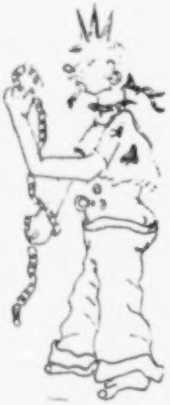
Know what the job involves.

- Interview people doing the same kind of job
- Research the job, the company, and if possible, the interviewer. Sources of information might include: library, Chamber of Commerce, or the company itself. Make sure your facts are current and correct.
- Know why you want the job and why you are qualified for it
- Carry a pen and paper for making notes or completing forms

Complete an Application!

Make sure it's neat!

- Fill out completely
- Take your time
- Print, don't scribble
- Type or use a black or blue ink pen
- Never leave any question blank



Dress Neatly!

First impressions count!

- Be sure your hair and nails are neat and clean
- Don't smoke, or smell like smoke
- Don't chew gum
- Brush your teeth and use mouth wash before the interview
- Wear clean, wrinkle-free clothes appropriate for the interview

Go Alone to the Interview!

Leave your friends at home.

- Having someone waiting for you in the car or in the waiting area can make you look like you are dependent on others

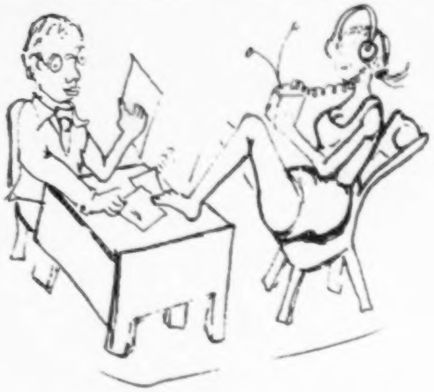
Be on Time for Your Interview!

Know the correct time and location for the interview!

- If you are not sure of the location or traffic, take a practice drive the day before or leave extra early. Anticipate parking location and cost.
- Don't arrive for the interview too early. Five or ten minutes early arrival is appropriate. Go to the nearest restaurant and have a soda, check your appearance, and relax!

Source: Cathy Allison, GRADS Teacher, Auburn Career Center, New Concord, Ohio. Artwork by Lisa Zupon.

Good Impressions Count!!! How Do You Stack Up? ***(continued)***



Make a Good Impression!

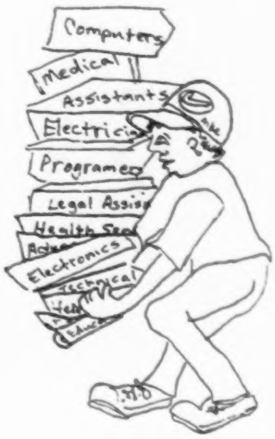
Be polite and listen carefully.

- Be aware of your body language
- Maintain good eye contact with the interviewer
- Sit up straight
- Be confident, positive, honest, and sincere
- Appear bright eyed, eager, and energetic
- Offer a firm handshake
- Make sure that you plan enough time for the interview. Don't glance at your watch like you need to leave.

Speak Clearly!

Answer questions carefully!

- Ask intelligent questions about the job and the firm
- Ask not what the company can do for you but what you can do for the company
- Use proper grammar
- Speak loud enough for the interviewer to hear you
- Don't argue with the interviewer
- Don't ask about salary and benefits too soon. Let the interviewer want to hire you first before discussing this topic.
- Don't cry discrimination, not everyone in the hiring process knows exactly what questions are allowed to be asked. If you jump to conclusions, a dramatic protest is unlikely to get you hired.
- Never bad-mouth your old boss or company
- Never play the heroine. Never convey the message, "You guys have messed up, but I can turn this company around." Most companies want team players.



Follow Up!

Write a note of thanks to the interviewer!

- Check back to see if you have the job if you don't hear from the company within the set time.

The Effects of Work on the Family

Work Affects Families By . . .

- Providing an economic means of existence
- Influencing the structure (scheduling) of family life
- Providing an avenue for personal satisfaction
- Requiring mobility
- Providing status

Families Affect Work By . . .

- Providing competent workers through development of capabilities and interpersonal competencies
- Serving as a source of frustration that may carry over into work life
- Restoring workers for their work roles by providing nutrition, relaxation, tension reduction, acceptance, and love

Balancing Work and Family Case Studies

Case Study 1

Sarah is a senior in a vocational cosmetology program. She wants to work after graduation. Sarah is also expecting a baby in June. Sarah believes that she should stay home with the baby. However, she must have money to pay her bills. Sarah decided to look for a job soon after the baby is born. She will not be able to spend as much time with her baby because she is working and she will have less leisure time.

Case Study 2

Elaine has a one-year-old son and lives with her mother in an apartment. Her mother works full-time and Elaine goes to school and has a part-time job working as a salesperson in a video store. When Elaine is at work in the evenings, her mother watches Elaine's little boy. During the day, Elaine takes him to a child care center at the career center.

Case Study 3

Robert has a son who is four. He has visitation rights for his son every weekend. Robert recently took a job managing a fast food restaurant and will need to work weekend hours. He will need to find child care for some of the time, and he thinks his sister will help him out. She has two kids about the same age. But Robert is still worried about spending enough time with his son.

Balance

Some skills that help balance the roles of student and parent are

Creating a network of support persons you can count on to keep from becoming isolated and feeling you have to do everything yourself.
Knowing who you are by developing your self-awareness and improving your self-esteem.
Identifying what you value most and least, so you can set priorities
Learning to communicate effectively
Learning effective ways to solve problems
Learning how to manage your stress when you get frustrated
Organizing a daily schedule and sticking to it
Learning to manage your money and balance a budget
Learning how to identify and prevent child abuse
Learning how to select high quality child care
Delaying another pregnancy until you are ready and able to support yourself and children
Choosing the occupation that is right for you

Some other things that can help you balance the roles of parent and student are

Finding out about your community resources and using them
Getting organized—setting goals for yourself and following through on them
Staying in school to receive your high school diploma
Learning and making some decisions about careers and your future in the work force
Joining or creating a teen parent support group in your community
Thinking about what you really want out of life for yourself and your child
Knowing your rights and responsibilities
Being assertive when you communicate with people
Taking time out for yourself
Knowing what you need and how to get your needs met
Knowing that you do not have to be perfect

What Should I Do About Going to Work?

Read the situations below and indicate which situations would keep you away from your job for a day, using the coding system below. Explain each answer and identify alternative ways of dealing with each situation.

1. This would definitely keep me away from my job
2. Sometimes this would keep me away from my job
3. This would never keep me away from my job

_____ 1. Your child has sniffles and a little cough.

_____ 2. Your child is running a fever but seems to be doing okay.

_____ 3. Your child is in the hospital.

_____ 4. Your child is graduating from preschool.

_____ 5. You have a WIC appointment.

_____ 6. Your child has a well-baby check-up.

_____ 7. It's your child's birthday.

_____ 8. Your child is crying and wants you to stay at home.

_____ 9. You have to stay home to take care of your little sister.

_____ 10. Your favorite rock star is having a concert. You were given the opportunity to have free tickets. The day before the concert you are scheduled to work.

_____ 11. It is a beautiful summer day. Your friends are over and you are having a great time. You need to be at work in an hour. You don't feel like working and your friends want you to go swimming.

Willingness to Work on the Job

Read the poems and answer the questions below each.

Lazy Linda

Lazy Linda has to change her ways.
She likes to swim on sunny days,
So she went to work when she wanted to.
Sometimes she called in and said she had the flu.
When she came to work she would fool around.
When it was time to clean, Linda couldn't be found.
She was never cheerful, just always complained.
Her uniform was always stained.
She thought her job was an awful bore.
She would put in her time, but nothing more.
She would oversleep and come to work late.
She often made the customers wait.
Lazy Linda was too tired one day . . .
Lazy Linda got fired one day.

1. Underline the things in the poem that tell you that Linda was not willing to work.
2. If you were the boss, would you have fired Linda?
3. What do you think Linda will do now?
4. Can you think of any other ways that show poor willingness to work? List them.

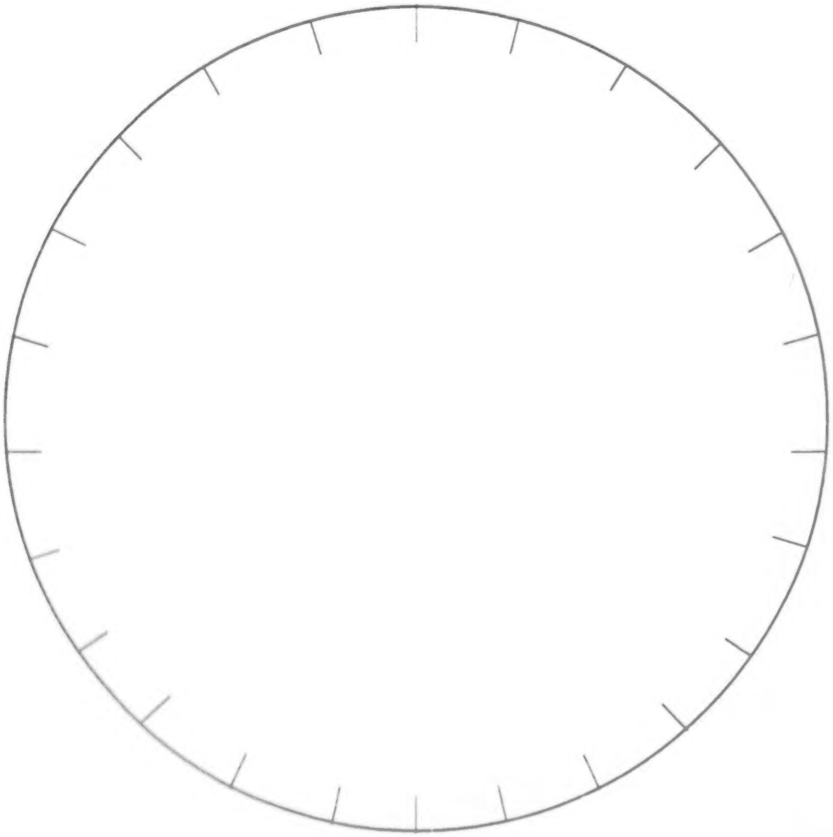
Hard-Working Hilary

Hard-working Hilary works hard each day.
She likes her job and earns her pay.
While others stand around when business gets slow,
She does extra work to make the time go.
The customers like her because she is kind.
When asked to work overtime, she says, "I don't mind."
She offers ideas to do the job better.
Her coworkers think she's a real go-getter.
She helps them with their work when she has the time.
She never says, "That job is not mine."
If the job gets boring, she thinks of something funny.
She works extra hours to earn extra money.
Hard-working Hilary knows that it pays
To be willing to work. She got a raise.

1. Underline the things in the poem that show Hilary's willingness to work.
2. Do you think that Hilary is a good worker?
3. Do you think that Hilary deserved a raise? Why or why not?
4. What do you think will happen to Hilary in the future?
5. Can you think of any other ways that show willingness to work? List them.

Time Pie

After keeping a record of the way you spend your time in a 24-hour period, categorize the time spent as sleeping, eating, working, managing the household, caring for children, going to school, doing personal things, or enjoying leisure. Then divide the time pie in proportion to how you spend your day.



My Thoughts About Using Time

Reflect on the following statements.

1. The more things you have to do, the more things you get done.

2. If I use time well, I get a feeling of accomplishment. I have less guilt.

3. Plan your work; work your plan.

4. It is important to prioritize my work. It's important to do the most important things first.

5. Active parents, active kids.

6. A way of learning a new habit is through repetition. It takes 21 days to learn a new habit.

7. An honest day's work for an honest day's pay.

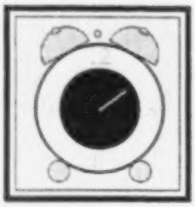
8. When an employer gives you a paycheck, she is buying your time.

9. Time is money.

10. Don't put off until tomorrow what can be done today.

11. Use your time wisely.

Saving Steps Saves Time



Thinking about efficient ways to perform regular duties can help you save your time and your energy. If you follow several easy steps, you can plan some time-saving techniques. Here's an example for housecleaning.

Saving Time: Housecleaning

1. Identify your efficiency standards. What will help you save time while doing this activity?
   a. Do not waste motions or steps
   b. Utilize machine time
   c. Do your work the same way each time

2. Identify your standards for the job and what keeps you from getting the job done.
   a. How long does it take to clean your house from top to bottom?
   b. What delays you from doing it in this amount of time?
   c. Have your standards for a clean house changed since you have had children?

3. Identify and follow basic steps.
   a. Carry cleaning supplies with you
   b. Complete thorough cleaning with one room at a time
   c. Back out of the room
   d. Start left to right/upstairs to downstairs
   e. Utilize time while laundry is running (if you have a machine at home)
   f. Try not to stop and start while in motion
   g. Complete one room then spend extra time with kids
   h. Lower standards if necessary
   i. Accept interruptions, instead of one cleaning a day, do a little each week
   j. Get children and other family members involved

Planner

Do you ever find yourself plodding through the day, not accomplishing what you really want to do? Do you sometimes feel frustrated because you cannot get to the most important things? Or do some things never get finished because you can't find the time?

If so, what you need to learn is how to regain control of your time and to schedule your life to meet your goals. One time management technique is to have a schedule. People who plan their time accomplish more by the end of the day.

You can use the following to effectively plan your time:

- Day-by-day appointment calendar
- Small notebook to jot down errands, tasks, assignments, and/or phone calls to be completed
- Daily "to-do" list

Here are some ideas for making a "to-do" list:

- Every morning (or the evening before) look at your notebook or calendar for things that need to be done.
- List the things to do that day.
- Rank each item on the list according to its priority.
- Make your to-do list specific and limited. Instead of listing "Write ten-page paper," write it as a series of smaller tasks, "Outline term paper; gather resources for paper, write introduction for term paper."
- Cross each item off your list as you complete it, and transfer unfinished items to the next day's list.

Practice making a "To-Do" list in the space below.

HIGH PRIORITY

Things To Do **When**

1. ____________________ ____________________
2. ____________________ ____________________
3. ____________________ ____________________
4. ____________________ ____________________
5. ____________________ ____________________
6. ____________________ ____________________
7. ____________________ ____________________
8. ____________________ ____________________
9. ____________________ ____________________
10. ____________________ ____________________

1

Tips for Time Management

Read and discuss these important tips for time management.

1. Make a list of things to do. Put the list in order of importance.
2. Update the "to-do" list once a day.
3. Do two jobs at the same time like exercising and watching television.
4. Take advantage of your high energy periods. Everyone has a "best" time of the day.
5. Plan ahead. Make a schedule allowing for more time than you think is needed.
6. Handle papers only once.
7. Write appointments down in a specific place.
8. Be organized. Have a place for everything and everything in its place.
9. Delegate jobs to other people.
10. Consolidate. Combine trips to run errands.
11. Be flexible. This may be the key to survival.
12. Use labor saving items. Permanent press clothing is a good example.
13. Be assertive. Learn to say no. This could save more time than you think.

What Do Employers Want?

Employers want their companies to be successful. That means that they want to make a better product or service than the other person and be able to sell it to a happy customer who will return for more product or service.

Definition: **Productive** - 1. having the power of producing; generative; creative. 2. producing readily or abundantly; fertile; prolific. 3. *Econ.* producing or tending to produce goods and services having exchangeable value.

Activity: Analyze the definition above and try to list employee characteristics that would enhance a company's productivity.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Note: Productivity is no longer simply a matter of making more of what we already make at less cost per unit. To add greater value to the world economy, we have to provide quality goods and tailor our products and services to the particular needs of consumers. Consumers now demand much better quality than before in products and services as well. It follows that your employer will expect more from you.

What Do Employers Want? *(continued)*

Activity: Adding Value: Your Contribution to Productivity

Have you ever pretended to be very busy while actually accomplishing very little? People occasionally behave this way at work. Consequently, employers will be looking for the **contribution** that an employee makes rather than simply the hours that he or she spends at work.

Your employer wants you to make good use of time, be punctual, make a good product or provide top-notch service, avoid wasting resources, and be enthusiastic as well. In other words, most employers want you to perform as if you yourself owned the business.

Reflect: Imagine yourself doing a job that you would really like. How would you perform your duties in a way that add value? In other words, would you be willing to contribute more than you cost your employer? How would you improve the work place? How would your contribution make the world a better place?

Evaluation: Record your thoughts below. Think about how your adding value will enhance your life and your feelings about yourself.

Important Features of the Workplace

Change

The world of work is changing. As recently as 30 or 40 years ago almost one-half of the workers in the United States were involved in making, transporting, or distributing products. We are now in the Information Age and knowledge is becoming our most important product. Change is an important feature of the new age. It is in your best interest to be adaptable to change.

Activity: Define *adaptable*.

Reflect: Reflect on how you have felt about changes in your life. Was change difficult to accept? How did it make you feel? Did change motivate you, or did it cause you to be inactive? What adaptations have you made to change?

Write about how you see yourself taking responsibility in being more adaptable on and off a job.

Note: The knowledge and skills needed in a fast-changing world also change. You will need to invest in your ability to fit in with a commitment to learning new skills throughout your life. You will remain competitive in the workplace through your own growth and development.

Important Features of the Workplace *(continued)*

Teamwork

Being able to work well with members of a team is becoming a critical necessity in the workplace. Organizations are needing people who can see beyond their own job to the larger picture. Employees should always be looking for better ways of doing things and solving problems. They need to be able to share their ideas with others and therefore need to have good people skills as well as good communication skills.

It may help to view the people you work with as customers (these are called internal customers) as well as the people who purchase your product or service (external customers). Analyze work you have done at some time either at home or on a job. You will see that you delivered something–a half finished product in an assembly process, information, or a service to a fellow worker within the place you were working. Thus, how well you did your job actually affected how well your coworker was able to perform his or her job.

Example: Reflect on a time when you may have washed the dishes with family members. What happened when the dishwasher handed a dish that was still greasy to the person who was drying?

Answer: If you answered that the dish had to be sent back to be rewashed, you have just hit on one important feature of work–built-in quality and continuous improvement.

Important Features of the Workplace *(continued)*

Built-in Quality and Continuous Improvement

When items have to be sent back to be reworked, the cost of producing or servicing the item goes way up. That cost is absorbed by the customer who buys the product or service. It can even affect salaries as they are directly related to the company's profits.

At the workplace, each employee should perform to a standard that eliminates the need to rework. When your coworkers and you operate as a cohesive team, you can better identify changes that need to be made and act upon them.

Definition: Built-in quality: When you stop the work in process to make needed changes to improve the quality of the item.

Note: All of us should set goals that make us stretch ourselves to get better and better in all areas of our lives. It is the same at the workplace. If your employer is concerned about keeping a strong position in the marketplace, you are very lucky. It means your job is more secure.

Definition: Kaizen: the continual drive to improve the quality of your product and service. Kaizen describes a process that is ongoing.

Evaluation: Identify the characteristics that you need to work on to fit into the new workplace. Ask: Do I get along well with others? Do I develop an attitude when people try to offer constructive criticism? Is it my goal to perform well?

List action steps you need to take to begin improving.

Employability: 20 Factors and How You Can Develop Them

Here are 20 factors that you need to succeed in the workplace. Question yourself with regard to your standing on each trait.

1. **Ambition**
   Do you have the will to improve yourself? If you are aware of your weaknesses, will you take steps to strengthen your skills and abilities?
2. **Industriousness**
   Have you the ability to drive yourself steadily? Examine yourself to see whether you hold yourself to the faithful performance of tasks, even when they are not your favorite activity.
3. **Persistence and Patience**
   Look back over the plans you have made during the past year. How many of them did you actually carry out?
4. **Dependability**
   Can you be counted on to carry out plans assigned to you by other people? How many times have you failed to get work done within the period in which it should have been done?
5. **Forcefulness**
   Do you give people the impression that you are capable and self-controlled? Are you self-reliant?
6. **Effectiveness of Speech**
   Can you express your ideas clearly and convincingly? Do you speak in a pleasant tone of voice?
7. **Self-Confidence**
   What are the things you have done in which you have a right to be proud? Write down at least half a dozen things to remember when you are feeling less confident.
8. **Friendliness**
   Are you critical or judgmental of other people? Make a list of six people whom you dislike, and analyze your reasons for disliking them. Have you been acting fairly?
9. **Adaptability**
   Do you find it easy to listen to what other people are saying? Are you keen to ask questions when people bring up new subjects or ideas?
10. **Tact**
    Can you work in harmony with other people? Do other people like to be with you? How often do you find yourself praising people for what they have done?

Employability: 20 Factors and How You Can Develop Them *(continued)*

11. **Cheerfulness**
    Do you depress other people, or are you a cheerful companion? When your affairs are not going well, can you keep from showing it in your manner? When other people tell you of their plans and hopes, do you take an enthusiastic interest in their affairs, or are you bored and unresponsive?

12. **Good Judgment**
    If you have an issue and you run into some difficulty, do you always go to others for advice, or do you solve the difficulty yourself? Are you able to see different ways of solving your problems and selecting a way that is best for you and others? Can you support your actions with good reasons?

13. **Sensitiveness to Criticism**
    How do you accept criticism from friends, teachers, employers, or parents? If criticism keeps you from seeing what may be useful to you, you may be oversensitive.

14. **Ability to Size Up People**
    Do you see only good in some people and only weaknesses in others? When you discover weaknesses in people, does this keep you from seeing their strong points?

15. **Memory**
    Are you good at remembering names, faces, and personal incidents about the people you meet?

16. **Neatness**
    Are you painstaking in regard to your personal appearance?

17. **Health Habits**
    Ask yourself whether your habits contribute to good health or poor health and how they affect your working ability and mental attitude day by day.

18. **Set Priorities**
    Can you determine which tasks and issues are most important? Do you clog your daily routine with unnecessary work on less important tasks or issues?

19. **Economy**
    Do you save time and effort by doing things in the right and easiest way without wasting motion?

20. **Capacity to Delegate Work**
    This quality is especially important for those who are, or hope to be, successful. You cannot do all the work yourself. Learn how to delegate and share with others.

How Do You Handle Criticism?

Below are ways in which each of us could possibly handle criticism. Rate each method as to how often you generally use it by circling either (1) always, (2) sometimes, or (3) never.

Method of Handling Criticism	Always	Sometimes	Never
1. Cry	1	2	3
2. Get uptight and don't say anything	1	2	3
3. Ignore it	1	2	3
4. Consider it thoughtfully	1	2	3
5. Become silently angry	1	2	3
6. Criticize the critic	1	2	3
7. Ask critic to explain what he or she means	1	2	3
8. "Cross critic off my list" permanently	1	2	3
9. Try to justify my actions to critic	1	2	3
10. Feel shaky and nervous	1	2	3
11. Feel put down	1	2	3
12. Acknowledge its possible truth	1	2	3
13. Feel personally attacked	1	2	3
14. Feel upset with my own stupidity	1	2	3
15. Strike back	1	2	3
16. Laugh it off	1	2	3
17. Change the subject, divert discussion	1	2	3
18. Rationalize or explain my behavior	1	2	3
19. Talk it over with a trusted friend or counselor	1	2	3
20. Feel foolish	1	2	3
21. Let the critic know I feel hurt or angry	1	2	3

Source: Adapted from Coping with Personal Criticism, Continuing Education in Mental Health, Health Sciences Unit, University of Wisconsin Extension.